

Andrews University

Digital Commons @ Andrews University

Dissertations

Graduate Research

1987

Feminine Values, Interpersonal Orientation, and the Evolution of the Female Identity in College Students

Barbara Jones Robinson
Andrews University

Follow this and additional works at: <https://digitalcommons.andrews.edu/dissertations>



Part of the [Cognition and Perception Commons](#), and the [Developmental Psychology Commons](#)

Recommended Citation

Robinson, Barbara Jones, "Feminine Values, Interpersonal Orientation, and the Evolution of the Female Identity in College Students" (1987). *Dissertations*. 661.
<https://digitalcommons.andrews.edu/dissertations/661>

This Dissertation is brought to you for free and open access by the Graduate Research at Digital Commons @ Andrews University. It has been accepted for inclusion in Dissertations by an authorized administrator of Digital Commons @ Andrews University. For more information, please contact repository@andrews.edu.



Seek Knowledge. Affirm Faith. Change the World.

Thank you for your interest in the

**Andrews University Digital Library
of Dissertations and Theses.**

*Please honor the copyright of this document by
not duplicating or distributing additional copies
in any form without the author's express written
permission. Thanks for your cooperation.*

INFORMATION TO USERS

While the most advanced technology has been used to photograph and reproduce this manuscript, the quality of the reproduction is heavily dependent upon the quality of the material submitted. For example:

- Manuscript pages may have indistinct print. In such cases, the best available copy has been filmed.
- Manuscripts may not always be complete. In such cases, a note will indicate that it is not possible to obtain missing pages.
- Copyrighted material may have been removed from the manuscript. In such cases, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, and charts) are photographed by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each oversize page is also filmed as one exposure and is available, for an additional charge, as a standard 35mm slide or as a 17"x 23" black and white photographic print.

Most photographs reproduce acceptably on positive microfilm or microfiche but lack the clarity on xerographic copies made from the microfilm. For an additional charge, 35mm slides of 6"x 9" black and white photographic prints are available for any photographs or illustrations that cannot be reproduced satisfactorily by xerography.

Order Number 8724217

**Feminine values, interpersonal orientation, and the evolution of
the female identity in college students**

Robinson, Barbara Jones, Ed.D.

Andrews University, 1987

Copyright ©1986 by Robinson, Barbara Jones. All rights reserved.

U·M·I
300 N. Zeeb Rd.
Ann Arbor, MI 48106

PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy. Problems encountered with this document have been identified here with a check mark ✓.

1. Glossy photographs or pages _____
2. Colored illustrations, paper or print _____
3. Photographs with dark background _____
4. Illustrations are poor copy _____
5. Pages with black marks, not original copy _____
6. Print shows through as there is text on both sides of page _____
7. Indistinct, broken or small print on several pages ✓
8. Print exceeds margin requirements _____
9. Tightly bound copy with print lost in spine _____
10. Computer printout pages with indistinct print _____
11. Page(s) _____ lacking when material received, and not available from school or author.
12. Page(s) _____ seem to be missing in numbering only as text follows.
13. Two pages numbered _____. Text follows.
14. Curling and wrinkled pages _____
15. Dissertation contains pages with print at a slant, filmed as received _____
16. Other _____

University
Microfilms
International

Andrews University
School of Education

FEMININE VALUES, INTERPERSONAL ORIENTATION, AND
THE EVOLUTION OF THE FEMALE IDENTITY
IN COLLEGE STUDENTS

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

By
Barbara Jones Robinson

June 1987

FEMININE VALUES, INTERPERSONAL ORIENTATION, AND
THE EVOLUTION OF THE FEMALE IDENTITY
IN COLLEGE STUDENTS

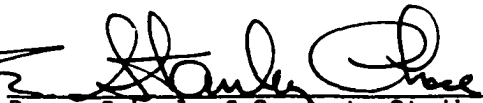
A dissertation
presented in partial fulfillment
of the requirements for the degree
Doctor of Education

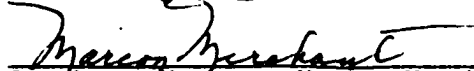
by

Barbara J. Robinson

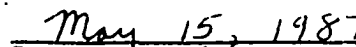
APPROVAL BY THE COMMITTEE:



Chairman: W. G. A. Fletcher

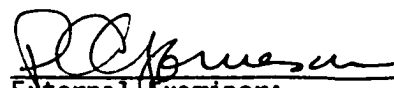

Dean, School of Graduate Studies


Committee Member: Marion Merchant


Committee Member: Thesba Johnston


Date approved


Committee Member: Delmer Davis


External Examiner:

Copyright © 1986, Barbara Jones Robinson.

ABSTRACT

**FEMININE VALUES, INTERPERSONAL ORIENTATION, AND
THE EVOLUTION OF THE FEMALE IDENTITY
IN COLLEGE STUDENTS**

by

Barbara J. Robinson

Chairman: W. G. A. Fatcher

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: FEMININE VALUES, INTERPERSONAL ORIENTATION, AND THE EVOLUTION
OF THE FEMALE IDENTITY IN COLLEGE STUDENTS

Name of researcher: Barbara J. Robinson

Name and degree of faculty adviser: W. G. A. Fitcher, Ph.D.

Date completed: June 1987

Problem

The importance of interpersonal issues to female identity achievement has been noted by a number of researchers (e.g., Gilligan, 1982; Bardwick, 1970, 1971, 1972, 1979; Thorbecke & Grotevant, 1982). This study attempted to determine what degree of compatibility existed between higher degrees of identity resolution in females, and an interpersonal and values orientation reflecting a balance between self-achievement and mutually rewarding interpersonal achievements.

It was hypothesized that the ideal balance represented by the concept of interdependence would be more closely related to higher identity scores than would autonomous self-achievement or traditional achievement-through-others.

Method

The study was based on data collected from 247 female college students between the ages of 17 and 22. Students were sampled by a two-part questionnaire measuring values orientation and identity, and by a separate questionnaire measuring Schutz's (1966) three basic relationship areas of inclusion, control, and affection.

Results

1. Values orientation showed a tendency for identity scores to be higher, the more self-achieving the woman.
2. Interpersonal orientation revealed significant differences on sexual identity among groups in the affection area. Interdependent students scored significantly higher than others. There were significant differences in all relationship areas among groups where dependent behaviors were implied. Persons indicating such behaviors had lower identity scores.
3. Females from all-female schools were higher on identity achievement than females from coeducational institutions. They were also significantly older.

Conclusions and Recommendations

Scoring patterns deviated consistently from normal distributions. Sometimes reliability coefficients and point-multiserial correlation coefficients revealed a less than effective assessment of constructs with this population. These conclusions were reached:

1. The population studied was unique.
2. The results could not be generalized for the female

adult population as a whole; however, for this group, autonomy appeared to be the preferred orientation for identity achieving students.

3. Attempts to measure abstract concepts with existing instruments may not be adequate, especially with females.

Consequently, these recommendations are made:

1. The study should be replicated with a more representative adolescent female population.

2. Concepts of identity and interdependence need to be refined.

3. Efforts must be made to develop a comprehensive instrument to measure identity, based on sound psychological theories of women's development.

TABLE OF CONTENTS

LIST OF TABLES	vii
LIST OF FIGURES	x
Chapter	
I. INTRODUCTION	1
A New Perspective for Women	2
The Dilemma in Research and Theory	4
Statement of the Problem	5
Purpose of the Study	6
Rationale for the Study	6
Significance of the Study	8
Definition of Terms	10
Statement of Research Hypotheses	19
Limitations	21
Measurement	21
Population	22
II. REVIEW OF LITERATURE	23
Introduction	23
Identity Research and Theory	23
Theoretical Framework	23
Erikson's Theory	24
Identity and the Inner Space	24
Ethic. of Care	24
Marcia and Identity Statuses	25
Four Identity Statuses	25
Chickering's Model of Identity	26
Seven Vectors	26
Gilligan's Conceptualization of the Feminine Identity	26
Erwin: Measuring the Core of Identity	27
Rationale for Use	28
Themes in Female Identity Research	29
Feminine Values in Role Orientations	29
Gender, Sex Role, and Patterns of Development	31
Implications of Stereotyping	32
Relationship between Sex Role and Identity	32
The Relational Context of Identity	33
Autonomy, Affiliation, and the Emerging Self	34
Independence, Dependence, and Interdependence	36

Chapter

II. (Continued)

Women and Independence	36
Women and Dependence	36
Women and Interdependence	37
The Match between Intrapersonal and Interpersonal attributes	38
Studies on Values	40
Feminine Values and Identity: A Look at Social Norms and Self-perception	43
Feminine Values: A New Perspective on Support Systems	45
Interpersonal Orientation: A Significant Aspect of Feminine Development	46
Correlates of Interpersonal Competence Self-Achievement and Identity	48
Summary	50
FIRO-B: A Look at the Components	52
Inclusion	52
Control	53
Affection	55
Fundamental Interpersonal Relations Orientation and Femininity	55
The Interpersonal Identity and Its Assessment	58
Theoretical Perspectives on Identity	60
Identity: Three Espoused Components	64
Confidence	64
Sexual Identity	64
Conceptions about Body and Appearance	66
Summary of the Chapter	69
III. METHODOLOGY	70
Sample	70
Instrumentation	71
Erwin Identity Scale	71
(EIS) Operational Definitions	72
Confidence	72
Sexual Identity	72
Conceptions about Body and Appearance	73
Scale Development	73
Reliability	74
Validity	75
MAFERR Inventory of Feminine Values	75
MAFERR: Operational Definitions	76
Other (Traditional) Orientation	76
Self (Liberal) Orientation	77
Balanced	77
Scale Development	78
Reliability	78
Validity	79
FIRO-B Scale	80

Chapter

III. (Continued)

FIRO-B: Operational Definitions	81
Dimension of Inclusion	82
Dimension of Control	82
Dimension of Affection	83
Descriptions of Interdependent Scorers	83
Interdependence on Inclusion	83
Interdependence on Control	84
Interdependence on Affection	85
Groups for Comparison	86
Scale Development	87
Reliability	87
Validity	89
Procedures for Gathering Data	91
Null Hypotheses and Statistical Analysis	92
Introduction	92
Hypotheses	93
General Hypothesis	93
Hypothesis 1	93
Hypothesis 2	93
Hypothesis 3	93
Hypothesis 4	93
Hypothesis 5	94
Hypothesis 6	94
Hypothesis 7	94
Hypothesis 8	94
Hypothesis 17	95
Hypothesis 18	95
Hypothesis 19	95
Hypothesis 20	95
IV. PRESENTATION AND ANALYSIS OF DATA	96
Respondents	96
Participating Institutions	97
Descriptive Statistics on the Instruments	102
MAFERR	102
FIRO-B	105
Erwin Identity Scale	109
Basic Data for Analysis	109
Testing the Hypotheses	113
Null Hypothesis 1	113
Null Hypothesis 2	114
Null Hypothesis 3	115
Null Hypothesis 4	115
Null Hypothesis 5	116
Null Hypothesis 6	117
Null Hypothesis 7	117
Null Hypothesis 8	118
Null Hypothesis 9	119
Null Hypothesis 10	121

Chapter

IV. (Continued)

Null Hypothesis 11	123
Null Hypothesis 12	124
Null Hypothesis 13	126
Null Hypothesis 14	127
Null Hypothesis 15	129
Null Hypothesis 16	130
Null Hypothesis 17	130
Null Hypothesis 18	131
Null Hypothesis 19	131
Null Hypothesis 20	131
Intercorrelations between Major Variables Tested	133
Summary	134
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	137
Introduction	137
Results	138
Group Comparisons	138
Score Patterns	143
Context of Findings	145
Population	145
Sample Type	145
Parental Background	146
Student Types by Institution	147
Constructs	148
Interpreting and Measuring the Identity Construct	148
Interpreting and Measuring the Interdependence Construct	151
Instrumentation	153
Erwin Identity Scale	153
MAFERR Inventory	154
FIRO-B Inventory	154
Statistical Analysis	155
Implications and Conclusions	155
Recommendations	156
APPENDICES	157
A. Sample Letters and Documents	158
B. Informed Consent, Instructions, and Personal Data Collection	171
C. Research Instruments	176
D. Item Analyses, Frequency Distributions, and Raw Scores for All Instruments	186
BIBLIOGRAPHY	212
VITA	225

LIST OF TABLES

1. Internal Consistency Coefficients for the EIS Sub-Scales	74
2. Inter-Scale Correlations between the EIS and the OPI	75
3. Self-Perceptions on the MAFERR Inventory	80
4. Reproducibility of FIRO-B Scales	88
5. Stability (Test-Retest) of FIRO-B Scales	89
6. Demographic Information from Personal Data Sheet	98
7. Frequency Distribution of Scores on the MAFERR Inventory	103
8. MAFERR Groupings on Self-Perceptions	104
9. Frequency Distributions for Expressed and Wanted Inclusion	107
10. Frequency Distributions for Expressed and Wanted Control	107
11. Frequency Distributions for Expressed and Wanted Affection	108
12. Group Frequencies for Patterns of Interaction on the FIRO-B	108
13. Descriptive Statistics for the Scales	110
14. Medians of MAFERR Groups on Erwin Identity Scales	111
15. Means of FIRO-B Inclusion Groups on Erwin Identity Subscales	112
16. Means of FIRO-B Control Groups on Erwin Identity Subscales	112
17. Means of FIRO-B Affection Groups on Erwin Identity Subscales	113

LIST OF TABLES (Continued)

18.	Contingency Table for MAFERR Groups on EIS Confidence Subscale	114
19.	Contingency Table for MAFERR Groups on EIS Sexual Identity Subscale	114
20.	Contingency Table for MAFERR Groups on EIS Conceptions about Body and Appearance Subscale	115
21.	Contingency Table for MAFERR Groups on the Total Erwin Identity Scale	116
22.	ANOVA of Mean Scores of FIRO-B Inclusion Groups on the Erwin Identity Confidence Subscale	117
23.	ANOVA of Mean Scores of FIRO-B Inclusion Groups on the EIS Sexual Identity Subscale	118
24.	ANOVA of Mean Scores of FIRO-B Inclusion Groups on the EIS Conceptions about Body and Appearance Subscale	118
25.	ANOVA of Mean Scores of FIRO-B Inclusion Groups on the Total Erwin Identity Scale	119
26.	ANOVA of Mean Scores of FIRO-B Control Groups on the EIS Confidence Subscale	119
27.	Scheffe Test to Compare FIRO-B Control Group Means on Confidence	121
28.	ANOVA of Mean Scores of FIRO-B Control Groups on the EIS Sexual Identity Subscale	122
29.	Scheffe Test to Compare FIRO-B Control Group Means of Sexual Identity	122
30.	ANOVA of Mean Scores of FIRO-B Control Groups on the Conceptions about Body and Appearance Subscale	123
31.	Scheffe Test to Compare FIRO-B Control Group Means on Conceptions about Body and Appearance	124
32.	ANOVA of Mean Scores of FIRO-B Groups on the Total EIS Scale	125
33.	Scheffe Test to Compare FIRO-B Control Group Means on the Total EIS Scale	126
34.	ANOVA of Mean Scores of FIRO-B Affection Groups on the Erwin Identity Confidence Subscale	126

LIST OF TABLES (Continued)

35.	ANOVA of Mean Scores of FIRO-B Affection Groups on the Erwin Identity Sexual Identity Subscale	127
36.	Scheffe Test to Compare FIRO-B Affection Group Means on the EIS Sexual Identity Subscale	128
37.	t-Tests to Compare FIRO-B Affection Group Means on the EIS Sexual Identity Subscale	129
38.	ANOVA of Mean Scores of FIRO-B Affection Groups on the EIS Conceptions about Body and Appearance Subscale	129
39.	ANOVA of Mean Scores of FIRO-B Affection Groups on the Total Erwin Identity Scale	130
40.	Comparison of School Types by Means	132
41.	Intercorrelations for All Major Variables	135

LIST OF FIGURES

1. Chickering's Model of Identity Development	27
2. The Basic Statement of the Content of the Expressed and Wanted Aspects of Each Need Area	81
3. General Schema for Describing Interpersonal Behavior. The Terms in Each Quadrant Describe the Person Who Falls at the Extreme Point of that Quadrant	82
4. An Illustration of How a Curvilinear Relation- ship between MAFERR Inventory and Erwin Identity Scores Might Appear	139
5. An Illustration of the Actual Relationship Indi- cated by Analysis of Obtained Data	139

CHAPTER I

INTRODUCTION

The intent of this study was to assess female identity development among college students from a psychosocial perspective. It was exploratory in nature, and the approach was prompted by a call for a new psychology of women (Miller, 1976, p. 83) based on positive aspects of their affiliative nature. The suggestion was that methods of relating are a vital context for the female's identity achievement. The goal was to isolate the dynamics of interpersonal orientation (that is, methods of relating to self and others) which may be linked to the female's definition of herself as a unique individual.

Chodorow (1974) noted that early social environment is experienced differently by male and female children. Thus feminine personality comes to define itself in relation to and connection with other people more than does masculine personality.

Gilligan (1982b) expanded Chodorow's analysis of the interpersonal aspects of gender dynamics, noting that female identity formation takes place in the context of ongoing relationship. Mothers experience daughters as more like, and continuous with, themselves. Girls, in identifying themselves as female, experience themselves as like their mothers, thus fusing the experience of attachment or affiliation with the process of identity formation.

Erikson's stage theory has been the most active catalyst for new explorations of the feminine identity. The sequential movement from identity to intimacy in his theory was modified by Erikson himself, when dealing with females. He suggested a tentativeness in female identity development that does not exist with the male. This tentativeness he attributed to women's need to fill the "inner space" of their psychobiological make-up through marriage and family (Erikson, 1968, p. 266).

A New Perspective for Women

Advocates of a new perspective for women have extended the identity-intimacy issue to a more global relational emphasis. Douvan and Adelson (1966) made one of the earlier contributions to this process. They suggested that the psychosocial task involving intimacy might be concurrent with and even precede identity resolution for women.

More recently, Marcia and Friedman (1970) noted the absence of a consistent system of theoretical formulations and experimental operations for ego identity in women. Marcia (1976a) conceded that neither orthodox psychoanalytic theory nor Erikson's theory has concerned itself either as much or as effectively with women as with men (p. 98).

Elyse Morgan (1982) contended that the Eriksonian model of female identity formation is flawed insofar as biological rather than psychosocial factors predominate (p. 205). She stated:

The existence of alternative options for women in society compels us to attend more fully to the influence of psychosocial variables on the process and outcome of female identity. (p. 20)

Based on research by Rubin (1979) and Bernard (1975), Morgan suggested that interpersonal relationships experienced by women as preparatory to identity achievement must include some which are congruent with their emerging identity. For the non-traditional woman, the potential of relationships during adolescence and early childhood had been enhanced (p. 207). This means that a woman who is not following the stereotypically feminine path of personal development, needs her female peer group to validate her identity.

Morgan stated that rapidly changing values have limited the impact of the traditionally potent identity-shaping relationships, such as mother-daughter, daughter-mother, and man-woman. Female-female friendships now provide essential support systems for validation of self in an era of wider role options. Morgan added:

Moreover, the rapidity with which changes occurred has produced a situation in which life cycle status limits one's role-model utility for others. The vast majority of middle-aged women, for instance, have not experienced the kind of female adolescence that is dominant today, and while this experiential gap may have existed to some extent in the past, it has become especially pronounced in an era of rapidly shifting basic values. (p. 210)

Concepts of autonomy and affiliation, intimacy and identity; independence, dependence, and interdependence are the threads of human interaction with which current psychologists have been grappling in their attempts to determine their effects on the process of women's identity development. In this study, they were investigated as components of interrelatedness under the general heading of feminine values and interpersonal orientation and tested against a measure of identity development.

The Dilemma in Research and Theory

Marcia (1976a) indicated one source of the dilemma of feminine identity research. He observed that women, traditionally, have not been expected to form an identity as much as they have been expected to absorb and perpetuate one (p. 124). Forming an identity is characterized by moving away from primary nurturers in the home, especially the mother; orienting oneself to self-achievement in ways unique to the individual. Absorbing an identity entails a certain degree of continuity between the self and a significant other, usually the mother.

Sanguiliano (1978) summarized the dilemma of researchers by noting that the view of adulthood as a series of orderly, predictable, linear progressions--steps that are age specific--makes little room for the impact of the unexpected critical events that change the focus and direction of women's lives.

Why has it seemed more arduous for women to come into their own than men? Sanguiliano (1978) noted that the mother is the primary source of identification for male and female infants. To identify himself as masculine, the male must separate himself from the 'apron string'. It is thus clear to him that identity must be achieved.

Males are encouraged to achieve their masculine identity by separation from the primary nurturer (the mother). Identification and affiliation with the same-sex parent is rewarded in females. Sanguiliano stated that there is little doubt that autonomy, identity, and intimacy are the "complex female strands" that need unravelling if a woman's journey toward her separate self is to be understood (p. 41).

Empirical support for the weight given to psychosocial factors in determining female identity development is often ambiguous for these reasons:

1. Most existing measures of identity are based on constructs related to sequential stages, now challenged as the only option for females. The challenge comes from the findings of interpersonal theorists that the developmental tasks of identity and intimacy are achieved concurrently in many women.

2. There is an absence of a consistent system of theoretical formulations and experimental operations for ego identity in women (Marcia & Friedman, 1970).

Statement of the Problem

Morgan (1982) suggested that recent changes in values have made it necessary for interpersonal relations experienced prior to identity achievement to be congruent with an emerging identity. Few deny that adolescents of the 1980s have faced wider options than females traditionally had to face. At the same time, feminine theorists (e.g., Gilligan, 1982b; Bardwick, 1970, 1971, 1979) have emphasized the important function of affiliation in the evolution of the female identity.

A review of literature revealed statements suggesting three kinds of orientation. One is the autonomous or independent type more consistently associated with males. Another is the stereotypical feminine type associated with passive or dependent behaviors and attitudes. The third is referred to by such terms as interconnection and interdependence.

This third orientation represents a concept of mature human interaction which embraces both the autonomous and the affiliative attributes of the identity-achieved person. This concept is considered an ideal interpersonal orientation for both males and females (Chickering, 1969, p. 74). In this study, the problem was to determine, through assessment of feminine values and interpersonal values, which of these orientations or combination of them, is significantly related to identity development.

Purpose of the Study

Interpersonal concerns, such as fulfilling self through others, have been viewed in the context of deficits or even hindrances to the formation of a unique personal identity. The goal of this study was to determine whether this is so, or if a specific kind of interpersonal orientation could be a positive indicator of identity achievement. An alternative goal was to determine if a more autonomous orientation in the female is as significantly related to identity achievement as it is said to be in the male.

Rationale for the Study

Many attempts have been made to extend the measurement of identity to include variables considered more typical of female development. Several studies have highlighted the inadequacies of previous methodologies. Marcia (1976b), for example, noted the instability in the results of his identity-status interview when it was used with women. His concern for appropriate issues on which to assess women's identity led to two adjustments to test the crisis-commitment process on an issue relevant to women. The first

adjustment added to the assessment of commitment to occupation and ideology, the idea of commitment to marriage and family. It was expected that there might be evidence of conflict between inclinations towards marriage and family and inclinations toward career. Pilot studies, however, showed these issues to be non-conflictual.

A further attempt was made to get at the interpersonal dimension through questions on pre-marital sex (Schenkel & Marcia, 1972). The results discriminated between statuses more credibly, especially when comparisons were made on measures of anxiety and self-esteem. For example, women who had achieved an identity with respect to their attitudes toward sexuality scored in the direction of greater psychological comfort--lower anxiety and higher self-esteem (Marcia, 1976b, p. 105).

Marcia noted a recurring theme of instability in the results of the identity status concept when it was used with women, leading him to conclude that the statuses had a different significance for women and for men. On measures of ego strength, chronological proximity to identity achievement was the best predictor of behavior. That is, Moratoriums (who move through the conflict resolution which is a prerequisite for identity achievement) also resembled Identity achievers in behavior. With women, it was the Foreclosures (those who adopt an identity without conflict resolution, and were not considered to exhibit much ego strength) who resembled the Identity Achievers.

A similar departure from the results obtained with males occurred when the statuses were assessed in relation to difficulty of college major chosen and self-esteem. The same Identity

Achievement plus Foreclosure, and Moratorium plus Identity Diffusion clusters were found.

Schenkel (1972), who studied field-dependence (difficulty in separating oneself from one's environment) and independence as underlying identity statuses, discovered that two of Marcia's statuses, Identity Achievement and Foreclosure, were not really separate statuses. That is, there was some overlapping of characteristics typical of those in these two statuses.

Linda Hopkins (1977), not satisfied that Marcia's improved Identity Status Interview addressed feminine issues, validated an ego identity status test for women based on Erikson's "inner space" theory (discussed in chapter 2). Her Inner Space instrument was intended to be a feminine answer to Marcia's instrument referred to by Hopkins as a measure of Outer Space issues because of its relevance to males. Her findings suggested that both instruments should be used with females, because they appeared to measure separate aspects of identity.

Conflicts in findings and admitted inadequacies in existing procedures justify new approaches. A recent study (Grotevant & Cooper, 1981) expanded Marcia's identity status questionnaire to include--along with the original commitment areas of occupation--religion and politics, commitment to friendships, dating, and sex roles. This study used yet another relatively novel approach as it viewed identity development in a relational context.

Significance of the Study

Studies in ego identity development in women are so prolific that one cannot safely claim a unique approach. However, the

interpersonal approach is a significant departure from most existing empirical research. Its importance lies in the potential for empirically validating what has been suggested more often by clinicians and theorists in their observations of feminine personality and behavior. A study to establish a link between an affiliative orientation and positive identity development is important because it focuses on aspects of feminine personality development and socialization which defy measurement of identity development on criteria traditionally applied to males.

These criteria, in essence, are:

1. The concept of identity development as strictly sequential, with the task of establishing identity preceding the developmental task of achieving intimacy.
2. The concept of identity as achieved through separateness. Instead, studies of females reveal:
 1. A concept of identity development which is not purely sequential but often circuitous and concomitant with intimacy.
 2. A concept of identity as established through interconnection.

Identity has been closely allied to the concepts of individuation (separation). Consequently, suggestions that it could be positively linked to relatedness (other than Erikson's determination) are still generating much speculation and new explorations. Thorbecke and Grotevant (1982, p. 490) suggested that future research should attend to both aspects of human existence represented by the identity pathways of self-definition through separatedness and autonomy, and self-definition in which relationships play a vital part. Feminine

theorists are adamant that relatedness or affiliation cannot be minimized or ignored in any study of female identity development.

Definition of Terms

Identity. Identity, in this study, is used synonymously with the psychoanalytic term "ego identity" described as seeing oneself as a distinct entity, unique, with idiosyncratic assets and liabilities (Wilkerson, Protinsky, Maxwell & Lentner, 1982, p. 33). However, it also has a broader contextual definition suggested by Erikson (1961) who said it connotes both a persistent sameness within oneself and a persistent sharing of some kind of essential character with others (p. 102).

The sameness within oneself refers to the inner core of the personality which defines who one is as a unique individual. The sharing of some kind of essential character with others refers to those things which an individual holds in common with his or her fellow humans.

Interdependence. Interdependence is defined, in this study, according to interpretations by Chickering (1969) and Gilligan (1982b). Chickering defined it as "mature dependence" which permits boundaries of personal choice to be made clear and enables persons to be agents for themselves, while carving an existence out of the larger physical, social, and historical context. Interdependence is indicated when college students recognize they cannot dispense with parents, nor can they comfortably accept continued support without working for it. It also means they cannot receive benefits from the social structure without contributing to it, and that loving and being loved are complementary (p. 74). In essence,

interdependence is achieved with the recognition of the areas in which one must acknowledge the need of assistance from others, and those in which one is able to fend for oneself.

Gilligan (1982b) described interdependence as a realization that everyone, to some extent, has responsibilities to look out for each other (p. 147). In interdependence is a recognition that there is a differentiation between self and other; however, self and other are recognized as connected rather than separate and opposed. Interdependence is a dynamic form of relationship which represents the crystallization of a woman's awareness that she needs to act responsively toward self and others and thus sustain connection. It releases her from a "bond" of continuing dependence (p. 149).

Chickering's definition suggests balance between independent or autonomous orientations and mature interpersonal orientations where a person objectively contributes to a relationship, and receives benefits from another person in that relationship. Gilligan's description suggests an interconnection, rather than a dichotomy between the two orientations. The boundaries of interconnection are established by personal choice.

Since Chickering posited the clearest articulation of a concept lying at the base of Gilligan's concern about women and relationships, he is frequently cited in this research, and his definition is used as the operational definition which is reflected in the term "balanced" in orientation towards self and others as measured on the MAFERR Inventory of Feminine Values. It is reflected in the term "balance" between expressed and wanted aspects of a behavior as measured on the Fundamental Interpersonal Relations

Orientation-Behavior (FIRO-B) Inventory. The concept is indicated by mid-range scores on the MAFERR and matching expressed/wanted scores in the moderate and high ranges of the FIRO-B.

In other words, "balance" is represented in two ways: the balance one maintains for oneself between the extremes of self-achievement and achievement through others; and the balance a person has in a dyadic or group relationship that permits that person to receive from a relationship a measure of a behavior which is equal to the person's desire to express similar behavior.

Independence. The word "independence" takes its origin from the Greek "autonomos" Webster's New Collegiate Dictionary, 1974). It is used interchangeably with "autonomous" or "autonomy" in this research. Independence is characterized by the ability to accomplish for oneself, to rely on one's own abilities, to trust one's judgment, to invest oneself in a task for its own sake (Bardwick, 1971, p. 115). It is described as confidence that one can take care of oneself and survive on one's own resources (Scarf, 1980, p. 18).

Dependence. The term dependence has a variety of interpretations in the literature, more of them negative than positive. Used positively, the term usually carries a descriptor, such as Chickering's "mature dependence" which he equated with interdependence suggesting that a person is capable of acting independently or autonomously, or acting in concert with others. Other descriptors representing a positive use of the term "dependence" include "healthy dependence" (Bardwick, 1971, p. 115) similarly equated with interdependence; or "instrumental dependence" (O'Leary, 1977), an objective seeking of needed help. Unless used with positive modifiers such as the above,

the term is used in this study to indicate a person's unhealthy reliance on others for what he or she could accomplish for himself or herself (Bardwick, 1971); or feelings of inadequacy and vulnerability.

Nevill (1974) noted that dependent behavior could be defined in various ways. In general, however, all definitions appear to involve at least one common component: reliance on others for help, approval, and attention.

Values. Values are described as a system of evaluative criteria formulated by an individual in the process of his or her development (Horrocks & Jackson, 1972, p. 73). These values develop through mental and emotional encoding of learning experiences and socialization with significant other persons over a period of time. A value, according to Milton Rokeach (1968) is a standard or yardstick to guide actions, attitudes, comparisons, evaluations, and justification of self and others (p. 160).

Horrocks and Jackson (1972) maintained that "All of an individual's specific identities are representative of his/her value system to an extent that a substantial equation exists between the identity concept constellation and the value system" (p. 78).

Horrocks and Jackson tended to refer to "identities" rather than "identity" because they considered that a person's self-concept or self-meaning varies according to a given situation. Identities refer to self-hypotheses representing "an individual's picture of himself for a given situation or purpose" (p. 50).

Interpersonal Types. This term is used in connection with Schutz's Fundamental Interpersonal Relations Orientation--Behavior

Inventory. Schutz coined a number of terms to describe the personality types which exhibit specific behaviors as measured on his inventory (Schutz, 1978, pp. 13-15). Three terms used by Schutz to describe behaviors in the area of Control are used in this study. They are Democratic, Autocratic, and Abdicratic. In addition, several terms were coined by this researcher to describe behaviors measured in this sample. One is the term Minicratic in the area of Control. Other new terms for interpersonal types on the FIRO-B which are used for the first time in the present study, are Interpersonal, Recipient, Initiating, and Impersonal (Inclusion), and Intimate, Solicitous, Expressive, and Distant (Affection).

The Interpersonal scorer on the FIRO-B is one whose Inclusion scores for expressed and wanted behaviors on the Inclusion scale are matched in both the moderate and high ranges established by Schutz. That is, a female maintains an appropriate balance between the amount of inclusion behavior which she expresses and the amount she desires from others, with a moderate to high degree of intensity. Such persons fit the description of Schutz's Social person who feels himself or herself a worthwhile, significant individual who considers life worth living. Such persons are capable of being genuinely interested in others, feel that others will include them in their activities, and that others are interested in them (1978, p. 14).

The Recipient scorer is the one whose Inclusion scores on wanted behaviors exceed those on expressed behaviors. Such a female is compatible with the dependent type of individual who wants others to take the initiative in relationships. She desires

inclusion to some degree but lacks the self-assurance to seek a satisfying level of a relationship through her own efforts. In relationships, her attention is more focused on what she needs to bolster her inadequacies than on what she can offer to healthy interchange.

The Initiating type is one whose Inclusion scores on expressed behaviors exceed those on wanted behaviors. This person is the initiator in group interaction and may tend to manipulate relationships more often than the Interpersonal type. While her motives may be a genuine desire to reach out to others, her lower desire to be included may reveal a mild disinterest in relationships where she is not in control. Some feelings of inadequacy underlie the power play, but the Initiator is generally more socially acceptable and more positive in relationships than the "Oversocial" person described by Schutz (1978, p. 13) who seeks people incessantly because he or she is afraid of being ignored.

The Impersonal scorer is the equivalent of Schutz's "Under-social" person, described as "introverted" and "withdrawn" (p. 13). Schutz says that behind this person's withdrawal are feelings of anxiety and hostility which he or she attempts to hide behind a facade of superiority and the private conviction that others do not understand him or her. This person uses self-sufficiency as a technique for existing without others. The scorer receives low scores on both wanted and expressed behaviors.

The Democratic type on the Control dimension was described by Schutz as one who, in childhood, successfully resolved relations with others in the control area. That person feels comfortable

giving or not giving orders, taking or not taking orders as appropriate to the situation (p. 14). The Democrat feels himself or herself to be a capable, responsible person. That person feels the need neither to shrink from responsibility nor to try constantly to prove how competent he or she is. He or she feels that other people respect his or her competence and trust him or her with decision making.

The Autocratic type, according to Schutz (p. 14), tries to dominate others and strives to establish a power hierarchy with himself or herself at the top. Persons in this category have higher scores on expressed control than on wanted control. They are afraid others will not only resist their influence but will dominate them. Basically, they do not feel capable of discharging obligation, but use every opportunity to disprove this feeling. Their purpose is to prove a point, when at a deeper level they think other persons consider them incapable of making decisions for themselves. Their response is to make all decisions for everyone. Behind this is a strong fear that others may make decisions for them, and that others do not trust them.

The Abdicratic person is one who abdicates power and responsibility in interpersonal behavior. Their type is reflected on higher wanted control behavior than expressed control behavior. According to Schutz (p. 14), they gravitate toward the subordinate position where they will not have the responsibility for making decisions and where someone else takes charge. They want to be relieved of their obligations. They do not control others even when it is appropriate. They never make decisions that they can

refer to someone else. They are followers, or at most, loyal lieutenants, but rarely the persons who take the responsibility for making the final decision. Their real feelings are that they are incapable of responsible behavior and they are aware that others know it.

The Minicratic type is defined, in this study, as the one who scores low on both expressed and wanted control. Schutz does not have a separate category for this individual. Control issues, for this individual, have a different meaning. Their low expressed and low wanted control scores suggest a disinterest in the hierarchical position dictated by the concept of control. These persons neither want to control nor want to be controlled. It may be that overt control is perceived as threatening to a satisfying relationship.

The person described as Intimate on the Affection scale is similar to the type Schutz calls Personal (p. 15). That person has successfully resolved affectional relations with other people and has no problems with close, emotional relations with others. These persons are comfortable in personal relations and can relate comfortably in a situation requiring emotional distance. Being liked is important to them; but, if they are not liked, they can accept that this is the result of the relation between themselves and others. That is, being disliked is not equated with being an unlovable person. The Intimate type feels he or she is a lovable person especially to people who know him or her well. The Intimate type is capable of giving genuine affection.

The Solicitous type is one whose desire to receive affection exceeds the desire to express affection. Like Schutz's Overpersonal (p. 14), these persons' primary desire in interpersonal relations is to be liked. Being liked is extremely important in order to relieve inner anxiety about being rejected and unlovable. However, more so than Schutz's type (who have both high expressed and wanted affection scores), the type of people suggested above have such deep-seated feelings of inadequacy that they are not even willing to risk overt attempts to gain approval by being personal, intimate, and confiding.

The Expressive type scores higher on expressed affection than on wanted affection. These persons have a unique need to be emotionally nurturing, while veiling their own secret desire to be nurtured in return. They satisfy emotional needs by being the initiators of close affectional relationships. Their lower wanted affection scores might imply a degree of self-sufficiency which could be deceptive even to themselves, while on the other hand, it might be an attempt to preserve a part of their personhood as uniquely their own.

The Distant person corresponds to Schutz's Underpersonal type. These persons have low scores on expressed and wanted affection. According to Schutz (p. 14) they avoid close, personal ties with others. They maintain relations on a superficial, distant level and are most comfortable when others do the same. These persons find the affection area very painful since they have been rejected; they therefore avoid close personal relations in the future. Being superficially friendly to everyone provides a safeguard against

having to get emotionally close to any one person. The dyadic relation is a threatening one. The deepest anxiety of these persons is that they are unlovable.

Statement of Research Hypotheses

The research hypotheses state in a general manner what was expected to be the outcome of the research.

1. Those subjects who score in the middle range of the MAFERR inventory and demonstrate an interpersonal "balance" by matched scores for Expressed and Wanted behaviors in the moderate to high range on the FIRO-B will score significantly higher on each identity construct on the Erwin Identity Scale than subjects in other categories.

2. Subjects who score in the middle range of the MAFERR inventory and demonstrate an interpersonal balance by matched scores for Expressed and Wanted behaviors in the moderate to high range on the FIRO-B will score significantly higher on the total Erwin Identity Scale than subjects in other categories.

These hypotheses reflect the use of three instruments. Two of them measured the independent variables of feminine values and interpersonal orientation: the MAFERR Inventory of Feminine Values (MAFERR), Form A (Steinman & Fox, 1966) and the Fundamental Interpersonal Relations Orientation--Behavior (FIRO-B) scale.

The third measured the dependent variable of identity development. The Erwin Identity Scale (EIS) measured three constructs in identity development. The constructs are Confidence, Sexual Identity, and Conceptions about Body and Appearance (explanations of these occur under "instrumentation" in chapter 3).

The MAFERR represented an attempt to measure methods of relating from a sociological perspective while the FIRO-B probed the deeper psychological principles involved in relationships. The Erwin scale was chosen because it was developed on the basis of Chickering's theory of identity development which was selected because of its espousal of constructs considered relevant to this study.

Three groups are identified on the MAFERR. They are the "balanced" or interdependent group consisting of those who scored in the middle range of the instrument, and the groups scoring in the upper and lower ranges, respectively.

The groups on the FIRO-B are given type names to distinguish them one from another. The interdependent groups are those which achieve moderate/moderate or high/high matched scores on the FIRO-B dimensions of Inclusion and Affection, and moderate/moderate matched scores on the FIRO-B dimension of Control.

These interdependent groups are designated as Interpersonal on the Inclusion scale, Democratic on the Control scale, and Intimate on the Affection scale. Those who want more of a behavior, in an interpersonal sense than they express, are considered dependent and are typed as Recipient on the Inclusion scale, Abdicratic on the Control scale, and Solicitous on the Affection scale. Those who express more of a behavior than they desire or want are considered independent and somewhat controlling. They are designated as Initiating on the Inclusion scale, Autocratic on the Control scale, Expressive on the Affection scale. Persons who indicate a low desire for interaction are considered independent but withdrawn. They are

designated as Impersonal on the Inclusion scale, Minicratic on the Control scale, and Distant on the Affection scale.

The null hypotheses are stated specifically as twenty hypotheses in chapter 3.

Limitations

Measurement

This research attempted to relate the concept of "interdependence" to positive identity development in females. Surveys, to date, have not produced evidence of existing scales which measure "interdependence" as defined in this study. The MAFERR Inventory of Feminine Values and the FIRO-B give an approximation of interdependent orientations marked by middle or "balanced" groupings on obtained scores.

The grouping is designated as a "balance" between orientation towards self and orientation towards others on the MAFERR instrument. It is represented on the FIRO-B by a balance between Expressed and Wanted behaviors represented by matching scores in the middle and high ranges. That is, subjects considered to be interdependent in orientation have to score in the "moderate" or "balanced" categories on the two instruments.

Such subjects are able to give and receive at a balanced level on the FIRO-B interpersonal dimensions of Inclusion, Control, and Affection. Persons in the four groupings, or categories, of each dimension are Interpersonal, Recipient, Initiating, and Impersonal for Inclusion; Democratic, Abdicratic, Autocratic, and Minicratic for Control; and Intimate, Solicitous, Expressive, and Distant for Affection.

Because persons designated as "balanced" (on the MAFERR) and "interdependent" (on the FIRO-B) are grouped by a method of assessment which is only an approximation of interdependence, research results have been interpreted with caution.

Population

The study was limited to post-secondary schools or college populations. Non-college females in transition from adolescence to adulthood were not represented. This limits the potential for applying the findings to all females in the late adolescent to early adulthood period.

Variables which might influence values, such as socio-economic status of subjects and religious and cultural influences, were not isolated for study in this project. This limitation was related to restrictions of time and resources.

The method and rationale used for the selection of subjects are outlined in chapter 3.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Erikson's theory of identity achievement in women produced fertile ground for questioning, defining, and expanding concepts of femininity, women's values, and the feminine role. The theoretical basis for the study took root in Erikson's stage theory and his concept of feminine identity formation.

Identity Research and Theory

Theoretical Framework

A summary of Erikson's theory and the concepts of three researchers who have built upon it is essential to an understanding of additional literature and research reviewed in this chapter. James Marcia (1966), Arthur Chickering (1969), and T. Dary Erwin (1978) have expanded Eriksonian theory to emerge with concepts of identity development as a process that is both internal and external.

According to Erwin (p. 22), Chickering focused on the internal process of relating to oneself and the world, and Marcia, on the external process of choosing a social role in the world. Erwin suggests an "overlap" in these processes. While these men articulated theories of identity formation which lend themselves especially to empirical studies, a theoretical framework for this study would not be complete without reference to the work of Carol Gilligan (1982b).

Erikson's Theory

Identity and the inner space

Identity achievement is the developmental task of the fifth of Erikson's eight stages (Erikson, 1963). While Erikson cited adolescence as a crucial period for achievement of this task, he inferred a tentativeness in females. Erikson (1968) asserted that identity formation for women differs from that of men because women's somatic design harbors an inner space destined to bear the offspring of chosen men.

Erikson based his inner space concept on early observations of children's play (p. 270) and his re-interpretation of clinical observations of women by psychoanalysts. While asserting that a woman's somatic design highlights the psychosexual aspect of her identity (p. 283), he suggested that she may go far in postponing its (i.e., identity) closure while training herself as a worker and a citizen and while developing as a person within the role possibilities of her time.

He considered the life stage crucial to the emergence of the integrated female identity as the "step from youth to maturity" when a young woman relinquishes the care received from parental family to commit herself to the love of a stranger and the care to be given him and their offspring (p. 265).

Ethic of care

The ethic of care has been variously described in terms of relationships (Bardwick, 1970, p. 16; Hoffman, 1975, p. 731; Lott, 1981, p. 169); as affiliations (Bardwick, 1971); as attachment

(Miller, 1976, p. 83); and nurturance (Bem, 1975, p. 8). Other synonymous descriptions are used in the literature in an attempt to define this interpersonal component of the female identity.

Erikson described this interpersonal component in more general terms when he suggested that mental and emotional ability to receive and give fidelity marks the conclusion of adolescence, while adulthood begins the ability to receive and give love and care (Erikson, 1968, p. 265).

Marcia and identity statuses

James E. Marcia has been one of the more prolific recent researchers on identity formation. In a study of college women conducted with Meredith Friedman (1970), Marcia concluded that he supported studies by Douvan and Adelson (1966) which suggest that females' psychosocial crisis involving intimacy may be concurrent with or even precede the crisis of identity.

Four identity statuses

Identity statuses conceived by Erikson were used by Marcia to develop his Identity Status Interview form. In an Identity Achieved status, an individual has experienced crisis and reached commitment to occupation or ideology. Subjects in the Moratorium status are currently in crisis with vague commitments. Persons in Foreclosure exhibit commitment without evidence of having experienced crisis. Persons in the Identity Diffusion status have made no commitment and there is no evidence of an attempt to make one.

Marcia's otherwise excellent instrument omits a third dimension of significance to females, that of commitment to

relationships. However, its value as a resource for identity studies has been indicated by several researchers (e.g., Erwin, 1978; Hopkins, 1977; Josselson, 1972; Schenkel & Marcia, 1972).

Chickering's model of identity

Chickering's study of identity (1969) is concerned with its implications for educational reform. Chickering developed a seven-vector synthesis of identity theories largely based on the work of Erikson and Robert White (1963). Chickering's model is presented in Figure 1. It spans an age group ranging from 17 or 18 years to the middle and late 20s.

Seven Vectors

Chickering's seven vectors are: competence, emotions, autonomy, interpersonal relationships, purpose, identity, and integrity. At the base of his vectors are competence--intellectual, physical, and interpersonal; emotions--successful management or self-control; and autonomy.

Identity is the developmental core, based in the three primary vectors and forming the base for the subsequent vectors of freeing interpersonal relations, clarifying purposes, and developing integrity.

Gilligan's conceptualization of the feminine identity

To a large extent, the feminine identity as seen through the eyes of Carol Gilligan strips away from theories already cited that which is irrelevant to or a distortion of the feminine personality,

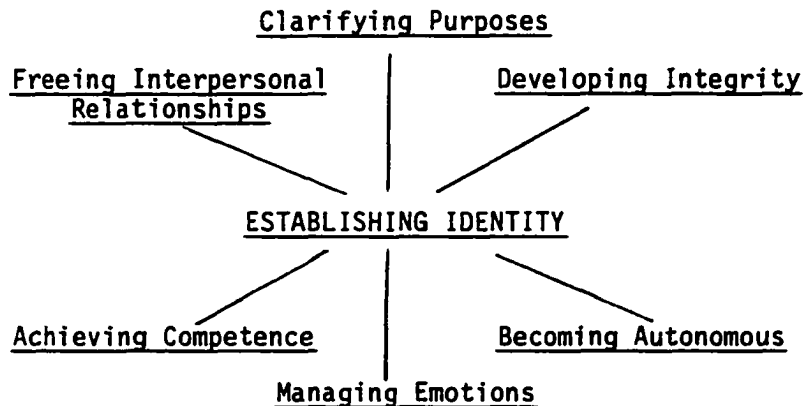


Fig. 1. Chickering's model of Identity Development.

and salvages those truths this present study sought to discover empirically.

Gender identity she described as the "unchanging core of personality formation" (1982b, p. 7). Acknowledging its embeddedness in relationships, Gilligan expanded Erikson's view of feminine identity to describe it as a process by which the female comes to know herself as she is known, through her relationships (p. 12).

Erwin: measuring the core of identity

Erwin (1978) validated an instrument to measure identity, primarily based on Chickering's approach. The Erwin Identity Scale (EIS) measures the constructs which Erwin labels: Confidence, Sexual Identity, and Conceptions about Body and Appearance. Personal confidence, according to Erwin, is a component of identity that Chickering did not directly state but, nevertheless, implied (p. 12).

Erwin noted the specificity of Chickering's allusions to the other two aspects of identity when he said the two "principal components" of this increasing sense of self "are conceptions

concerning body and appearance, and clarification of sexual identification" (Chickering, 1969, p. 82). These constructs are more extensively treated later in this review of literature under their specific titles.

Rationale for use

Erwin's scale is based on Chickering's model and, like Chickering's research, is normed on college populations. Chickering described this population in transition from late adolescence to adulthood as "young adult" (1969, p. 2). If identity is the primary developmental task of adolescence, what support is there for the use of an identity scale (Erwin's) which is normed on college populations matching the age ranges of Chickering's subjects?

Factors which lend support to the choice are the following:

1. There is disagreement among psychologists about exact age parameters. Adolescence has been said to span the period between childhood and adulthood approximating ages 12 or 13 to the late teens and early 20s (Papalia & Olds, 1981). At the same time, early adulthood has been said to start at the end of the teen years and embrace the early 20s (Crow & Graham, 1973). There is obvious overlapping, and the parameters are not fixed by consensus.

2. It is suggested that the female's identity development may be a more protracted affair than a male's (Marcia, 1976b, p. 124). It is also considered to be less age specific and sequential (Sanguiliano, 1978, p. 43).

3. Chickering's vectors represent a synthesis of developmental theories which provide a broad contextual base for defining identity and accommodating flexible age and gender characteristics.

Erikson (1959), as quoted by Chickering (1969, p. 79), noted that although the more lasting and economical methods of identity maintenance are fortified in adolescence, identity is constantly lost and regained (p. 70).

Not only is Chickering's model flexible, but it also comes closest to the theories espoused by Gilligan and others while articulating more clearly that which this study measured. The Erwin scale, having its basis in the Chickering model, was, therefore, a natural choice.

Themes in Female Identity Research

Feminine values in role orientations

Alexandra Botwinik Fand (1955) hypothesized that there are at least two kinds of women. One type holds a traditional role orientation, perceiving herself as a counterpart, similar to Erikson's description. The other holds a liberal concept of a feminine role which results in fulfilling herself directly through realizing her own potentialities.

Fand's study supports her hypothesis that the choice of role orientation is determined by the woman's self-concept. What is significant is that her subjects, as a group, perceived themselves as having a balanced orientation between self and others. Yet, they perceived the average woman as more other-centered (traditional) role orientation) and men's ideal woman as highly other-centered. What surfaces here is a discrepancy between self-perceptions and perceptions of societal norms.

Archer (1985, pp. 294-295) cited three types of women.

(1) The traditional woman is consistent with conventional expectations, choosing such careers as secretary, teacher, or nurse, and preferring the more feminine activities of cooking, cleaning, and caring for spouse and children as a primary responsibility. (2) The liberated woman is represented as a person who makes choices irrespective of societal conventions and possibly clashing with norms. Liberated females might choose careers as truck drivers or researchers, for example. Their preferred family role might be based on a 50-50 split of responsibilities with a spouse. (3) The third type of woman is one Archer referred to as "transitional." This person's orientation is represented by vacillation between the two other orientations. She is not comfortable with being traditional, yet does not want to demonstrate the liberated orientation either. A transitional woman might have difficulty choosing between careers as a doctor, which intrigues and scares her, and a nurse, which is too approved. She may demonstrate a feminine sex role on some occasions or about some things, and defensively insist on being seen as a "person" about others. In family roles she may want primary responsibility for children but insist that she is capable of cutting the grass and taking out the garbage as needed.

Archer's traditional woman may be equated with the other-oriented woman described by Fand. Her liberal woman is similar to Fand's liberal woman (also described by Steinmann, 1963, as self-achieving). However, Archer's transitional woman does not match the "balanced" female recognized by Steinmann as maintaining an equilibrium between orientation towards self and orientation towards others. Archer's transitional female is actually in the process of shifting

the emphasis in her relational orientation, or even vacillating between the two extremes of liberalism and the stereotypical, conventional pre-occupation with traditional feminine roles.

Clarke and Kleine (1984) found, in their study of 60 college women, that those who adopted a traditional orientation toward the female role accepted a parentally or socially chosen identity. Those who passed through crises in pursuit of identity tended to become nontraditional in their orientation to work and family.

Gender, sex role, and patterns of Development

Billings (1974) made an observation which carries implications for recent contextual theories of identity development in women. She noted the distinction between being female, which is one's sex, and being feminine, which represents one's sex role. "Sex is a state of being and inherent. Sex role is a state of mind and learned" (p. 60). While it is acknowledged that one's biology may tend to shape some aspects of one's behavior, gender is obviously not determined by social learning, whereas sex roles are.

If it is the feminine role that theorists have more frequently addressed, and if it is learned, as Billings suggested, then the possibility exists for both stereotypical and non-stereotypical orientations based on the impact of social learning.

While Douvan and Adelson (1966) found the typical pattern of identity formation as that of the unambivalent, feminine girl who remains tentative in her identity until she adapts her needs to a marriage relationship, changes in values in ensuing years are evident in the discoveries of later research. For example, Bardwick

(1971) found that middle-class college-educated women maintained a secondary identity component related to vocational success. She noted that among the middle class, traditional sex role behaviors were breaking down. This was strongly correlated with educational levels. That is, the higher the educational level reached by a woman the more non-traditional she became in her outlook and life-style.

Implications of stereotyping

Research since Steinmann and Fox (1966) has been grappling with what is stereotypical and what is actual in the orientation of women as it relates to their development and adjustment. Sandra L. Bem (1975), who developed an instrument to measure psychological androgyny, called for the freeing of human personality from the "prison of sex-role stereotyping . . ." (p. 15). Androgyny describes a personal orientation combining both, so-called, male and female behavioral characteristics.

However, her frequent use of the terms "masculine" and "feminine" and their varying descriptive connotations such as "agentic" and "communal," "instrumental" and "expressive," "independent" and "nurturant" suggests the inescapability of stereotypical thinking.

Nevertheless, Bem urged that femininity, too often defined as the absence of masculinity, ought to be considered as a positive dimension in its own right (p. 4).

Relationship between sex role and identity

In conclusion, these researchers have indicated that there are different types of role-orientations that exist among women, and that these do affect women's behavior and self-definition. Two

forces are at work in shaping patterns of behavior and identity development; one is the biological determinant called gender and the other consists of socially-learned gender-typed behaviors and values associated with sex roles. As indicated earlier by Clarke and Kleine (1984), a particular sex-role orientation can reflect the type of identity pathway chosen by a woman. There is, therefore, a relationship between sex-role orientation and identity development.

Bem (1975) properly recommended the freeing of the human personality from sex-role stereotyping. However, it is difficult to divorce gender and sex-role orientation from a study of the evolution of a woman's identity.

The Relational Context of Identity

Other theorists have called for a change in perspective by acknowledging that so-called "feminine" attributes cannot and should not be denied. Whether learned or innate, they shape the female's development and the context of her identity. These theorists approached Bem's concept of the androgynous person, except that their concepts have a broader, psychosocial base.

Gilligan (1982b) attacked Freudian concepts of women's development as a problem in theory which has been cast as a problem in women's development, and the problem of women's development has been located in their experience of relationships (p. 7). Rather than describing women's development in terms of deficits, Gilligan suggested, life-cycle theorists should recognize the difference of the female experience. "The elusive mystery of women's development," she stated, "lies in its recognition of the continuing importance of attachment in the human life cycle" (p. 23).

In her chapter on "Images of Relationships," Gilligan responded to Lawrence Kohlberg on issues of moral judgment and the pitfalls of interpreting women's concepts of the ethics of justice and care. She stated: "These disparate visions in their tension reflect the paradoxical truths of human experience--that we know ourselves as separate only insofar as we differentiate other from self" (p. 63).

The inference is that there must be a relational context in which one can define self. In an earlier chapter, Gilligan suggested that stereotypes of masculinity and femininity result in a concept of adulthood that is out of balance because it favors separateness of the individual self over connection with others. An autonomous life of work is favored over the interdependence of love and care.

Gilligan noted that the bipolar attributes of attachment and separation anchor the cycle of human life. The concepts of attachment and separation that appear in adolescence as identity and intimacy appear in adulthood as love and work (p. 151). Citing McClelland (1975), she noted that women are more concerned than men with both sides of an interdependent relationship and are quicker to recognize their own interdependence (Gilligan, 1982b, p. 167).

If interdependence is, as Chickering said, the "capstone" of autonomy (1969, p. 12), then this may be the ideal relational context for identity achievement.

Autonomy, affiliation, and the emerging self

Foote and Cottrell (1970), in their study of identity and interpersonal competence, traced a recurring theme among such

well-known theorists as Alfred Adler, Eric Fromm, and Karen Horney. All recognized the dependence of optimal development along self-chosen lines upon one's social relations with others (p. 40). The authors defined autonomy in terms of genuine self-government which also requires ease in giving and receiving evaluations of self and others (p. 54).

Hayes (1982, p. 158) stated that the differentiation of the self from the non-self is achieved through social interaction. Chickering (1969, p. 77) said that autonomy is the result of reaching a level of maturity in which relationships of reciprocal respect and helpfulness are developed with parents and peers. Although Chodorow (cited in chapter one, p. 1) suggested that males experience the social environment differently from females, she was not concluding that the impact of social interaction is non-existent in the male's pathway to self-identification. Rather, the impact is not as intense as with the female. Her statement, therefore, does not contradict the statements of Hayes and Chickering.

Bardwick (1971) noted that women normally do not participate in roles which threaten their affiliative needs, because these needs are critical in their basic concept of themselves.

According to Adi Shmueli (1978), a human being draws his or her identity from a group. "You are what you are partly because you belong to this or that group of people" (p. 2). Marcia (1976b) suggested that a sense of identity is not totally independent of social support. Social support was necessary in its formation and, at some point, is also important for its maintenance.

Independence, dependence,
and interdependence

Women and independence

Qualities of independence were described by Billings as attitudes and habits of self-sufficiency, which girls are normally not encouraged to acquire (1974, p. 3). Independence means learning to take knocks, protect oneself, run risks, and compete. Women, she felt, could be independent by breaking away from certain patterns of thinking. These patterns are the childhood dependencies of letting others decide what one's life should be like, following the rules, always turning to others for advice.

On the other hand, Billings was not advocating a concept of independence which denies basic human needs. She stated that "Independence should help you acknowledge your basic need for love and find positive ways of establishing human contact" (p. 173).

Women and dependence

Bardwick (1971) concentrated a chapter of her book on dependence, passivity, and aggression. She summarized a number of ways in which dependence may demonstrate itself: it may be affectional, a crutch for coping, or aggressive, all of which indicate a leaning on someone else for support (p. 115).

Her description of healthy dependence in women is sensitivity to the needs of people important to them which allows appropriate nurturant or supportive behaviors. Unhealthy dependence is the tendency to lean on others for activities one could or ought to be able to do for oneself. This is an attempt to maintain a relationship through weakness rather than a more egalitarian interdependence.

O'Leary (1977) outlined three kinds of dependence--instrumental, emotional, and aggressive. Instrumental dependency is manifested in objective attempts to seek help; emotional dependency has as its goal the obtaining of comfort, affection, and support. Aggressive dependency is the attempt to protect the self from feeling vulnerable by using learned tactics to exert influence over others (pp. 69-70).

Of the three types, instrumental dependence corresponds most closely to the "healthy dependence" described by Bardwick, while aggressive, and to a lesser extent, emotional dependence are considered unhealthy dependence.

Women and interdependence

The concept of interdependence suggests a mature relation to self and others. Chickering (1969, p. 13) placed it within the developmental vector of autonomy where change occurs in three sub-vectors--emotional independence, instrumental independence, and recognition and acceptance of interdependencies. Chickering said that the complementary tasks of emotional independence (disengagement from parents) and instrumental independence (increased confidence in one's capacity to do things for oneself) culminate in the ability to define one's limits for giving and receiving.

Gilligan (1982b) broke the term down into the essential of responsibility (individual initiative) and care (concern for the well-being of others).

Since the reality of connection is experienced by women as given rather than as freely contracted, they arrive at an understanding of life that reflects the limits of autonomy and control. As a result, women's development delineates the path . . . to a maturity realized through interdependence and taking care.
(p. 172)

While research reviewed so far has not cited this type of mature relatedness as contributory to positive identity development, there are a number of references to its implications for sustaining or demolishing the woman's sense of self. Gilligan, cited in Giele (1982), said that for many women, the disruption of an affiliation is perceived not just as a loss of a relationship but as "something closer to a total loss of self" (p. 109).

It would appear, here, that Gilligan was describing the woman who is lacking in the qualities of independence and instrumental dependence which are the essence of interdependence as described by Bardwick (1971, p. 115). The prevailing theme in existing literature is that the evolving identity of the female is relational in context. What the theorists quoted in the preceding paragraphs have proposed is that this relational context may be either healthy or unhealthy.

The match between intrapersonal and interpersonal attributes

What appears to be crucial to the female's identity development is its contextual base. That contextual base is relational and is enhanced by a match between the intra-personal attributes of values and psychological make-up of the individual, and the interpersonal support of the social environment. Nielson and Edwards (1982) found little difference between women of different values orientation, when they were measured on self-concept. These researchers found that the social environment provided support for both liberal and traditional orientations and, thus, women felt good about themselves. This is the congruence between self and

social identity referred to by Higgins (1978).

Nielson and Edwards listed a number of factors which contribute to the female's positive feeling about herself. These include psychological and sociological influences such as a woman's temperament and interest, cultural support and how she interprets it, as well as religion.

To summarize the relational context of identity these key issues need to be addressed: Why is women's identity development relational in context? What are the characteristics of this relational context? What is the ideal context? What is the relationship between self-defined and socially defined identity?

First, women's identity development is relational in context because of the importance role-attachment plays in women's development--as Gilligan stated, women's identity is her personality core and is achieved and maintained as she comes to know herself as she is known through her relationships. The characteristics of the relational context may shift from the extreme of independence/autonomy, to that of excessive dependence, to the balance of interdependence.

The relational concept of interdependence addresses most effectively the dual concerns of identity and intimacy, autonomy and affiliation. It is, therefore, the ideal context. Finally, there is a self-identity and a social-identity whose congruence is essential to positive personal development.

Studies on Values

Steinmann (1966) saw a need for ongoing study of women's own attitudes toward the concept of the feminine role. After twenty years of cross-cultural research, Steinmann (1975) concluded that women of varied backgrounds, ages, and ethnic and national groups have specific values relating to feminine roles and behavior (p. 2). These include the belief that men desire an extremely family-oriented woman (men surveyed expressed exactly the contrary).

Steinmann's conclusions from the data were that females were saying pretty much what they want to be, not what men would like them to be. That is, when women described their ideal woman, they were describing the woman they would like to be. Furthermore, they assumed that this type was also the ideal woman in a man's eyes. However, the men's portrayal of the ideal woman was quite different and, in fact, pictured her as far more independent and self-achieving.

This assessment was supported in a study by Voss and Skinner (1975) who replicated an earlier study by Rappaport, Payne, and Steinmann (1970) on concepts of self and the ideal woman as held by college women. Voss and Skinner's sample of college women perceived man's ideal woman as having a strong intrafamilial orientation, with married college women indicating this to a greater extent than single students.

This sample and the group studied by Rappaport, Payne, and Steinmann shared the same values in their concepts of the ideal woman. The samples did differ, however, in self-perceptions. Voss and Skinner found that although both the 1969 group (Rappaport,

Payne, & Steinmann, 1970) and the 1973 sample (Voss & Skinner, 1975) of married college women perceived themselves as having an extra-familial orientation, the 1973 group did so to a significantly greater degree. The single women in the 1973 sample perceived themselves as being significantly more self-achieving (extrafamilial orientation) than did the 1969 single women. The difference was most marked among single women. In 1969, they expressed an intra-familial orientation and, in 1973, they expressed an extrafamilial orientation. Voss and Skinner concluded.

During this time period women have steadily and increasingly demanded greater rights, opportunities, and responsibilities in civic, political, and educational arenas. Women today seem to feel more comfortable about expressing self-achieving orientation than did women in past years; it is more socially acceptable and desirable. The data indicated, however, that although married women in 1973 rejected the traditional stereotype for themselves and their ideal woman, all groups still attributed this intra-familial and domestic orientation to man's ideal woman.

The data, they added, appear to show that changes in attitudes toward women's stereotyped roles are occurring. However, according to them, it is possible that changes are also taking place in males' attitudes; that is, males are taking a more liberal view of womanhood which acknowledges the right of a woman to be involved in achievement outside the home. Women, on the other hand, may be basing their perceptions on misconceptions of male attitudes--attributing to men the stereotypical attitudes of past years when women's chief concern was expected to be with home and family.

An attempt by Nielson and Edwards (1982) to link feminine role orientation to self-concept failed to show any distinction between subjects who perceived themselves as liberal, traditional, or neutral in orientation on the MAFERR inventory. All three groups

had total positive self-concept scores above the norm mean.

The researchers saw this result as providing a basis for questioning previous writers' assumptions that a neutral or androgynous role orientation is the most desirable role for a woman who would be fulfilled in her personal and vocational life. They suggested that primary effort be directed at encouraging and helping women to make their own role choice.

Adamek and Miller (1982) replicated a study done in 1969 using the MAFERR Inventory of Feminine Values. The later sample consisted of 180 senior women at Kent State University. Although it was expected that the 1980 sample would exhibit more liberated attitudes, the extent of the change was "unanticipated." The 1980 sample expressed more liberal attitudes in every category.

Stevens, Barton, and Gardner's (1983) research pointed out what is most paradoxical about women's stance. They found in their sample of 65 British and American women from 20 to 70 years of age, that the students and the mature (older) subjects advocated a "balanced" position (that is, a compromise between the traditional homemaker role and the modern career-woman role). However, interview data showed that none of the mature subjects was living a balanced position and the majority of students did not advocate a balanced position for themselves when they married (that is, they wanted to stop working when they had children).

Steinmann suggested that women appear to be moving towards a combination of self-achievement and familial responsibilities, but continue to feel frustrated by various discriminatory practices which hinder their progress (p. 9).

Steinmann has held that stereotypical attitudes and lack of communication between males and females contribute to this conflict. Gordon and Hall (1974), in conducting a study with 229 college women, found that women's perception of the males' stereotype of femininity is the best predictor of various types of conflicts experienced.

Feminine values and identity: A look at social norms and self-perception

The findings of Gordon and Hall's study may point to a source of conflict based on a woman's attempt to meet what she perceives as the expectations of her male counterpart. Marcia (1976b) pointed out that "ego identity is a subjective feeling arising from self-perception" (p. 9). Whether or not a woman feels conflict may depend on her values or her own perception of and ability to handle alleged or real tensions between fulfillment of self and fulfillment of the expectations of others.

Gordon and Hall (1974) found that the "more potent, supportive, and unemotional the woman felt, the more satisfied, and the happier she was . . ." (p. 243). Judith Bardwick (Harris, 1975) experienced little of the tensions alleged to cause conflict for a woman tuned to achievement and affiliative needs.

In a taped interview, Bardwick told of an achievement orientation fostered in a school for gifted children of both sexes. Her subsequent marriage to a supportive spouse was enhanced by her experience with bearing children when she was "totally unprepared" for her "profound pleasure in them."

Where themes of conflict occur in the literature, it could be

explained by two main theories. One, illustrated by Matina Horner (1972) and her "fear of success" among women, is symptomatic of what occurs when societal norms cross the natural inclination or endowment of the female. The other, suggested by Ashway (1980), notes that societal and sexual roles are so much less delineated today that it is not unusual for normal, healthy female adults to be in conflict about who they are. Ashway added:

Given the fact that adult women are currently struggling with their roles and identities, it is no wonder that the problem is exacerbated for female adolescents who at that stage of development normally are grappling with identity conflicts. (p. 483)

One theory highlights the conflict felt by a woman who wants to move against the traditional expectations of society. The other highlights the conflict which occurs when so many more options are available from which a woman must choose.

Lidz (1976, p. 384) stated that highly educated women who move through the period of youth find real conflict between their self-image as highly competent persons who wish to pursue careers and societal expectations of them. On the other hand, Birnbaum (1975), who studied bright women who were homemakers, married professionals, and single professionals, found that married and single professional women derive a vital source of personal identity and satisfaction in their work which enhances their feeling of self worth.

Hodgson and Fischer (1979) insisted that regardless of the elusive concepts of adjustment, the young woman faces basic conflicts in her pursuit of a sense of self. Her options appear to be much more varied than those facing a young man (p. 689). Cooper

and Robinson (1984), in a study of 200 college freshmen, found there was a strong negative correlation between home/family versus career values among female students but not among male. The researchers noted that it is the females that continue to evidence some interference of career motivation by their orientation toward home and family.

Yogev (1983) suggested that the "conflict" theory was more widely supported in the 1960s than in the 1970s which marked the evolution of women's social and cultural roles and a consequent change in attitudes toward women and work. "In contrast to the 'either/or' approach of the earlier period, the option of 'both' emerges," Yogev stated.

These researchers traced a pattern of women's development that moved from career-home ambivalence in loyalties to a dual-loyalty pattern (a move that might be interpreted as a shift from role confusion to multiple roles).

Feminine values: A new perspective on support systems

Morgan (1982) highlighted the potential of female-female friendships in validating and supporting personal development in an era when values are substantially different from a generation ago. Middle-aged women, not having experienced the type of adolescence of the current generation, may no longer be adequate as role models. Commenting on this "experiential gap," she stated:

It has become especially pronounced in an era of rapidly shifting basic values. It is for this reason that the identifications, experiences and validation necessary for adopting a non-traditional identity must often derive from one's friendship with women peers. (p. 210)

Bardwick (1979) characterized these relationships as anchors for those women who reject their parents' norms and values. Douvan (1970) highlighted the value of same-sex relationships in adolescence. These friendships among girls tended to provide reassurance for a girl struggling with the ambiguity of her developing sexuality (p. 35).

This ambiguity, Douvan stressed, is inherently greater and more diffuse than that of boys. For one thing, the girl's reproductive organs are internal and inaccessible and her sexual excitement creates no dramatic changes comparable to those experienced by the male. Douvan added:

The special intensity, mutuality, and sharing that girls seek and find in friendship (and that distinguished their friendships from the more activity-centered, less intimate collegueship of boys) may stem from the girl's need to discover the nature and meaning of her sexual impulses by sharing information and feeling with other girls who are experiencing the same mysterious and unsettling new impulses. (p. 35)

Interpersonal Orientation: A Significant Aspect of Feminine Development

Donelson and Gullahorn (1977) saw identity and sexuality as central themes of adolescence for both sexes. The divergence occurs with the third theme; for girls, it is interpersonal relations, and for boys, it is autonomy. Interpersonal maturity in females appears to be related to self-confidence (p. 161).

Lott (1981) noted that, from girlhood, the female has been encouraged to seek reinforcement and feedback from persons rather than from the effectiveness or success with which she performs. Consequently, good interpersonal relationships have

become important contributors to a woman's self-esteem. She added, "Women, I suspect, spend a great deal of time talking about, worrying about, and taking part in relationships, i.e., person-oriented activities" (p. 270).

Atkinson and Raynor (1974) cited some positive outcomes of interpersonal relationships. They maintained that social sensitivity and competence may be by-products of a developmental process that emphasizes heterosexual and interpersonal relationships.

According to Kaufman and Richardson (1982):

Indeed, the expectancy-value models of achievement occasionally make reference to 'sizing up' ability, or 'dispositional expectancy' (the ability of an actor to evaluate the skills necessary to play a particular role and the rewards associated with successful performance), as an important motivator in achievement-oriented situations. (p. 31)

Alishio and Schilling (1983) suggested that the interpersonal focus leads women to develop more relativistic reasoning, particularly in moral and intellectual situations which have interpersonal implications. Indeed, Kanter (1976), in a series of experiments, found that even female game-playing strategy tended to be accommodative--that is, including rather than excluding, and oriented toward other people rather than toward winning.

Observations of women at work (Ullian, 1984) corroborated the findings of a distinct female orientation toward interpersonal relationships. Women tended to be concerned with close, immediate relationships, remaining loyal to the local work group rather than aspiring to promotions that might cause them to leave their social environment.

Correlates of Interpersonal Competence Self-Achievement and Identity

Kaufman and Richardson (1982) stated that the so-called interpersonal route to identity for the female does seem to be at odds with strong achievement motivation; however, the possibility of other developmental paths and outcomes should not be overlooked. They added:

The ability, realistically, to assess the interpersonal strategies and skills for success in a particular setting is an important component of successful achievement. This estimating ability may be described as a form of competence especially necessary for people typically low in social power. Therefore, while we recognize the powerful gender-role constraints imposed upon young females, we also recognize the potential achievement strengths they may be developing in their adolescent years. (p. 31)

Sanguilano (1978) noted that in adolescence, when strivings for independence increase, so do ambivalences. This is especially so if independence has carried with it the threat of incurring mother's displeasure, anxiety, and envy (p. 257).

Baruch's (1976) study of pre- and post-adolescent girls found that the girls who perceived themselves as competent were more likely to have mothers who valued traits such as independence and assertiveness, both in their daughters and in themselves, than were the girls who did not see themselves as competent. She adds:

The best thing a mother can do for herself and her daughter is to assign the highest priority to enriching her own life and increasing the satisfactions she derives from it while remaining open-minded about the way her daughter chooses to fulfill the needs and capacities of her own separate personality. (p. 86)

Sanguilano felt that family patterning is very important, particularly to the female whose sense of self-esteem includes a feeling of competence or a desire for success in non-traditional

areas. For that person to maintain any stable sense of identity or self-regard, the type of father's and mother's influences are pivotal matters.

Barnett and Baruch (1978) observed that before industrialization and over-population reduced the social and economic value of woman's labor in the home and her role in bearing and rearing children, traditional feminine competence was a "viable means of gaining status, power and gratification" (p. 20). For certain women, in certain situations, the pattern has remained so, and traditional feminine competence has been recognized as a viable means of gaining status. The authors cited McClelland's (1975) portrait of the Quaker mother-in-law whose values of sharing and giving are reinforced by the Quaker society.

Solnit (1979) said that the fit between the individual adolescent's search for competence and the social supports for or obstacles against acquiring and expressing competence are crucial.

To the degree that the familial or cultural balance favors facilitation, the teenager is able to move smoothly towards more mature relationships with parents. . . . This transition leads to increasing independence, without the need for empathizing or distorting the normative assertiveness and rebelliousness of adolescence. (p. 43)

Powerful intellectual, psychological, and emotional forces are vying with each other as life experiences, education, and commitment of parents, siblings, and grandparents enable these forces to become parts of a single, integrated person. The parts become subservient to the "synthesis of a clear and attractive outcome, a unique identity."

Summary

Recurring themes in the literature have suggested that the self-knowledge described by Gilligan is associated with sex roles and values (Fand, 1955; Bardwick, 1971; Clarke & Kleine, 1984; Archer, 1985), and the woman's recognition of the importance of attachment (Gilligan, 1982). Authors agree that sex roles and values might vary considerably among women and be influenced by the social environment (Voss & Skinner, 1975; Adamek & Miller, 1982; Nielson & Edwards, 1982) making it difficult to delineate a clear pathway linking a woman's view of herself and what is considered positive identity development.

There is an obvious divergence of opinion on the matter of how conflicted a woman may feel in her attempt to find herself. Themes of conflict are still more prevalent than themes of tranquility.

The following summarizes examples of conflict themes cited earlier:

1. Difference between profession and practice (Stevens, Barton, & Gardner, 1983) noted on page 43.
2. Frustration among women because of society's discriminatory practices (Steinmann, 1975).
3. The "fear of success" in women theory (Horner, 1972).
4. Societal and sexual roles not clearly delineated (Ashway, 1980).
5. Conflict between self-expectations and societal expectations (Lidz, 1976).
6. More varied options open to women than men (Hodgson & Fischer, 1979).

7. Conflict between familial orientation and career motivation (Cooper & Robinson, 1984).

Theorists who proposed a more tranquil situation suggested these theoretical viewpoints:

1. Personality factors influence women's satisfaction and smooth the path of her adjustment (Gordon & Hall, 1974).
2. Supportive social and familial environments alleviate the tension (Harris, 1975).
3. A successful vocational identity makes for a satisfying personal identity, at least with bright women (Birnbaum, 1975).
4. Values of the 1980s supporting dual roles have removed conflicts in women's efforts to find self-fulfillment (Yogev, 1983).
5. New peer support systems are a positive influence (Bardwick, 1979; Morgan, 1982).

Most authors cited the interpersonal theme as the dimension of adolescent development which distinguished the female from the male. There is a recognition of an "interpersonal" route to identity achievement in women. However, those who advocated fostering independence in females as a way of aiding successful identity achievement were about as vocal as those who saw interdependence as a positive factor in women's development.

The importance of the interpersonal theme suggested by interdependence seems to lie (1) in its usefulness in explaining the paradoxes of the results of studies in women's identity development, in particular Marcia's; and (2) in its demand for a broader view of the issues on which women's identity needs to be assessed.

FIRO-B: A Look at the Components

Schutz (1966) devised an intricate theory of interpersonal behavior based on his own observations and the formulations of a number of investigators, including Bion (1949). He concluded that three interpersonal areas seemed to cover most interpersonal behavior. These he called inclusion, control, and affection. Work leading to his interpersonal theory began as early as 1952 and culminated in 1958 with an instrument designed to assess the levels of a behavior in these areas as expressed and wanted by an individual or group (Schutz, 1966).

Inclusion

Schutz defined this as the maintenance of a satisfactory relation with people with respect to association and interaction (p. 18). This relationship might include that which is psychologically comfortable on a dimension ranging from originating or initiating interaction with all people to not initiating interaction with anyone, and a psychologically comfortable relation with people with respect to eliciting behavior from them somewhere on the dimension ranging from always initiating interaction with the self to never initiating interaction with the self.

On the level of feelings, the need for inclusion is defined as the need to establish and maintain a feeling of mutual interest with other people. This feeling includes being able to take an interest in other people to a satisfactory degree and having other people interested in the self to a satisfactory degree.

With regard to the self-concept, the need for inclusion

is the need to feel that the self is significant and worthwhile. Inclusion is usually a one-to-many relation.

Control

Schutz (1966, p. 18) defined the interpersonal need for control as the need to establish and maintain satisfactory relations with other people with respect to control and power. This satisfactory relation includes a psychologically comfortable relation with people somewhere on a dimension ranging from controlling all the behavior of other people to not controlling any of the behavior of others; and a psychologically comfortable relation with people with respect to eliciting behavior from them somewhere on a dimension ranging from always being controlled by them to never being controlled by them.

The need for control is evident in feelings when there is a need to establish and maintain a feeling of mutual respect for the competence and responsibility of others. This feeling includes being able to respect others to a satisfactory degree. The need for control, defined at the level of perceiving the self, is the need to feel that one is a competent, responsible person.

Schutz made the following distinction between the need for control and the need for either inclusion or affection:

It differs from inclusion behavior in that it does not require prominence. The concept of the 'power behind the throne' is an excellent example of a role that would fill a high control need and a low need for inclusion. Control behavior differs from affection behavior in that it has to do with power relations rather than emotional closeness. (p. 23)

Sites (1973) called control the most fundamental component in individual and social life. The individual, either on his or her own or in coalition with others, attempts to control the situational context by controlling the behavior of others as well as his own, thus making control the most important dynamic of social and individual life.

Sites further stated (p. 58) that definitions of self have different implications for control in different group situations. For example, a female defining herself as a woman and being defined as a woman in a group of male businessmen, may lack significant control possibilities (aside from the purely sexual ones). In a women's group, however, this component of the definition of self may be to her advantage.

Gilligan (1982b) said it is difficult to conceive of control without considering the elements of power--because it signifies the ability or capability to effect some act or change. How does the female experience power? Gilligan gave this insight from studies made by McClelland (1975):

. . . The focus of interdependence is manifest in fantasies that equate power with giving and care. McClelland reports that while men represent powerful activity as assertion and aggression, women in contrast, portray acts of nurturance as acts of strength. (pp. 167, 168)

Gilligan further stated (p. 172) that since the reality of connection is experienced by women as given rather than freely contracted, they arrive at an understanding of life that reflects the limits of autonomy and control.

Affection

Schutz's description of the interpersonal need for affection is demonstrated behaviorally by a need to establish and maintain a satisfactory relation with others with respect to love and affection. This relation includes a psychologically comfortable (dyadic) relation with others somewhere on a dimension ranging from initiating close, personal relations with everyone to originating close, personal relations with no one; and a psychologically comfortable relation with people with respect to eliciting behavior from them on a dimension ranging from always originating close, personal relations toward the self to never originating close, personal relations toward the self.

At the feeling level, the need for affection is defined as the need to establish and maintain a feeling of mutual affection with others. This feeling includes being able to love other people to a satisfactory degree, and having others love the self to a satisfactory degree.

The need for affection, defined at the level of the self-concept, is the need to feel that the self is lovable.

Fundamental Interpersonal Relations Orientation and Femininity

The FIRO-B has been used in considerable research in a variety of fields since 1958. A number of studies are cited here to determine what differences, if any, exist in the relational styles of females. Among a number of occupational and student groups to whom the FIRO-B was administered were nurses, Radcliffe freshmen, and female high-school students.

According to Schutz (1978): "Being the recipients of interaction rather than the initiators follows the traditional sex roles. The three highest preferences for receiving . . . were made by Radcliffe freshmen, female high-school students, and nurses" (p. 9). He added, however, that these norms were obtained before much of the recent emphasis on the avoidance of sex-stereotyping.

A comparison of scores obtained from 1,012 Harvard freshmen (male) and 228 Radcliffe freshmen (female) indicated a distinct difference among adolescents between the ages of 16 and 20. Scores of Harvard freshmen fell also most dead center on the 0-9 Guttman-type scale used in the FIRO-B, on both the Expressed and Wanted behaviors. While mean scores ranged from 4.1 to 5.6, Radcliffe ladies obtained mean scores ranging from 2.9 to 5.4. The lowest mean score was obtained on the dimension of expressed control. Interestingly, a mean score of 4.7 was obtained for wanted control supporting Schutz' earlier statement about females' preference for receiving behaviors.

The least disparity between expressed and wanted behavior scores for the Radcliffe freshmen occurred on the Inclusion scale, with a mean score of 4.6 for expressed inclusion and 5.4 for wanted inclusion. A preference for receiving behavior was also evident in the affection scale where the mean score for wanted affection was 5.0 compared with 3.7 on the expressed affection.

Comparatively speaking, the highest scores on the Affection scale were obtained by nurses with a mean score of 4.4 for expressed affection and 5.9 for wanted affection. Again, the Control Variable

had a 3.0 mean on the expressed control dimension. For wanted control, a mean score of 5.0 was obtained. Female high-school students ($N = 4,488$) obtained a low mean score of 1.9 on expressed control with a relatively low mean score of 3.1 for wanted control.

A study by Burton and Goggin (1985) using the FIRO-BC (children's version of the FIRO-B) with 282 girls and boys aged 9 to 12 years indicated that girls scored higher on expressed inclusion and on expressed and wanted affection, but scored lower than boys on expressed and wanted control. Burton and Goggin found no significant differences between 9- and 10-year-olds in their samples. However, from ages 11 through 13, girls and boys exhibited markedly different profiles, with the largest differences between 13-year-old girls and boys. Age-gender interactions were among the variables, they felt, that contributed to differences in scores on the FIRO-BC. As early as 1965, Exline, Gray, and Schuette reported that college-aged women scored higher than college-aged men on the two inclusion and the two affection scales.

Meredith (1976) studied 238 Japanese-American and Caucasian-American college students in Hawaii and found sex differences on the expressed inclusion and expressed affection scales. Japanese-American females had mean scores higher than Japanese-American males on expressed inclusion, while both Japanese-American females and Caucasian-American females had significantly higher expressed affection than their male counterparts.

Gender differences, therefore, become apparent in scores obtained on the FIRO-B beginning in pre-adolescence and become more marked as subjects move into adulthood.

Babladelis (1978) found in her study that males expressed more control towards others, but females felt more control by others. Babladelis used both the FIRO-B scale and the FIRO-F (Feeling) scale. An interesting sex difference appeared on the FIRO Feeling scale when females showed more expressed control on the feeling level than did males. The researcher noted that males expressed more control behaviorally.

This has significant implications for instruments used to assess females' orientation and the outward demonstration of it. It may mean that women have a greater desire for a behavior than they actually practice or outwardly acknowledge that they practice. More specifically, in the area of control, they may have a greater desire to control than they are able to effect.

The Interpersonal Identity and Its Assessment

Chickering (1969) located the prelude to an established identity at a level of maturity in which satisfying relationships are sustained despite distance and disagreement (p. 77). The line of distinction between an autonomous woman and a stereotypical, dependent female does not appear to be a question of the absence of interpersonal concerns but an evolutionary process from dependent relationships to authentic, less symbiotic relationships. Kolbenschlag (1979) says it is a slow and painful transformation, which, for some, may take a lifetime. She added:

The autonomous woman is likely to be more genuinely supportive and less sentimental in her relationships. She will enjoy greater freedom in the expression of affection with both men and women because she has the confidence of control over her own vulnerability, and is not greedy for emotional reinforcement of her fragile ego. (p. 63)

Chickering stated that when the vectors of emotional independence, instrumental independence, and interdependence are undertaken with success, this contributes to a "solid sense of self that assumes form" (p. 80). It is Chickering's belief that a firm sense of identity is indicated by a shift toward greater trust, independence, and individuality.

Relationships, he said, are now less symbiotic, but the support provided in the relationships is more simple and strong. Friendships, therefore, persist through times of separation and noncommunication.

This "interpersonal identity" was found to be negatively correlated with competitiveness for women (Thorbecke & Grotevant, 1982) and positively correlated with competitiveness for males. Thorbecke and Grotevant further discovered that identity formation in the occupational and interpersonal domains was more interrelated for females than for males (p. 489). For young women, it appeared more important to negotiate successful identity achievement in the interpersonal domain in order to be engaged in occupational identity formation.

These researchers were concerned that recent measures of feminine identity had attempted to assess the interpersonal dimension through studying sex values and sex-role ideology. Convinced that the nature of the interpersonal identity could not be adequately assessed this way, Thorbecke and Grotevant developed an instrument, based on Marcia's crisis/commitment statuses, to measure the "interpersonal identity."

Friendship and dating were proposed as important areas of interpersonal identity formation. Thorbecke and Grotevant defined "interpersonal identity" as the task of establishing an experientially derived set of beliefs about the self concerning interpersonal relationships. Grotevant's Extended Identity Interview was used to examine this dimension, along with other instruments designed to measure other aspects of development including occupational identity and achievement motivation. The researchers concluded:

Both the empirical work reported here and the theoretical work of Gilligan (1982b) and others point to the necessity of understanding identity formation in terms of the tension between separateness and connectedness experienced by both men and women. (p. 490)

They felt that future work on identity should attend to both the "identity pathways" of separateness and autonomy more typical of males, and that articulated by Gilligan in which relationships, for females, might be considered important aspects of individual development. They also suggested that their research supports the need for further research on the construct of "interpersonal identity."

Theoretical Perspectives on Identity

Thorbecke and Grotevant appear to have contributed the most germinal research on identity, as it relates to females, since James Marcia's original studies. Their findings are considered apropos for this study because their empirical studies supported the theoretical stance of Gilligan and others who stressed the importance of the interpersonal dimension in feminine development and judgment.

Five aspects of identity are discussed as the theoretical underpinnings of identity research (Grotevant, Thorbecke, & Meyer, 1982). These represent the various theoretical perspectives from which theory and research are developed.

The first is the developmental perspective. This focuses on the particularly adolescent task of resynthesizing self-definition in the light of emerging cognitive capabilities. This perspective is reflected in Marcia's identity status interview which focuses on the adolescent task, but does not address Erikson's earlier developmental stages through which the adolescent must move prior to identity resolution.

The second perspective is the "dynamic" one which recognizes that the dynamic qualities of identity make assessment at any single time only a snapshot of the process. It holds that longitudinal assessments are necessary to pick up changes that occur within a single period, such as adolescence, as well as reformulations of identity that may occur later in life.

The third view of identity achievement is that of an "adaptive" process; for identity formation requires young people to adjust their self-definitions to the society in which they live. Adaptation could be narrowly viewed as a reactive process.

The fourth perspective is that of "psychological reciprocity" which allows a broader vision of the negotiation between self and environment. Assessment of this dimension requires information about the context of the individual both interpersonally and historically. (The current research would fall into this category.)

The fifth perspective advanced by Grotevant, Thorbecke,

and Meyer is an "existential" one. The suggestion is that identity reflects one's existential stance as distinct from an abstract conception of social relationships.

This existential stance was described by Bourne (1978) as a way of "being in the world" in the sense that the term is used by existential philosophers and psychologists. That is, identity has to do with how one establishes his or her place in the world, where "world" is more than simply the social environment. It implies the context for asking what is the meaning of life. The motivation for achieving ego identity may include not only needs for biological and social adaptation but the need for a meaningful world.

If this existential interpretation of the concept of ego identity is correct, one of the most important indications of identity achievement is what might be called the individual's basic life commitments. The researchers found these commitments represent issues pertinent to female identity development not adequately recognized by Erikson.

The emphasis of Erikson's inner space theory is on the biological and social adaptation of the female to her prospective role as a wife/lover and mother. Bourne (1978) suggested that identity development is not just biological and social adaptation, but basic life commitments representing one's existential stance or quest for life's meaning. These include vocational, avocational, social, marital, ideological and ethical commitments (p. 227).

Grotevant, Thorbecke, and Meyer (1982, p. 39) noted that a clear distinction needs to be made between achievement of one's identity or ideology with respect to interpersonal relationships

and the actual establishment of intimate relationships. Erikson's original work suggested that the psychosocial stage following identity formation is one of intimacy versus isolation and involves establishment of a mutually trusting love relationships in which the partners must know themselves first (identity) before merging in a mature way with another (intimacy).

The researchers contended that a prior process of exploring and making a commitment to an ideology of interpersonal relationships is an important aspect of adolescent identity formation, and is a precursor of truly intimate relationships in the Eriksonian sense.

Two perspectives on identity were advanced by O'Connell (1976) who studied the relationship between life-style and identity synthesis and re-synthesis in traditional, neotraditional, and non-traditional women. She noted that there are two kinds of identity--the personal and the reflected.

She said:

A personal sense of identity is . . . defined as an awareness of, and emphasis upon, one's talents, endowments, capabilities, and needs; its focus is on one's unique qualities from which one's self-esteem and feelings of worth are derived. A sense of personal identity involves the capacity to see one's self as a separate entity in the world, to know one's self as a being who can function autonomously. (p. 676)

Her definition of a reflected identity is one that emphasizes significant others in one's life rather than one's own personal characteristics. The focus is external. Self-esteem and feelings of worth are derived from one's participation in the lives of significant others; it is a sense of identity by association.

Identity: Three Espoused Components

Three constructs are addressed as valid components in identity measurement in the Erwin Identity Scale based on Chickering's theory. Specific operational definitions are given in chapter 3. However, a broader view of the constructs is given here to provide an adequate interpretation of what is being assessed in this research. The three constructs of identity named by Erwin are Confidence, Sexual Identity, and Conceptions about Body and Appearance.

Confidence

Confidence, as defined by Chickering and Erwin, is rarely used in psychological literature on its own. It is more often equated with self-esteem, assurance, and assertiveness. Erwin (1978, p. 12) associated it with Chickering's allusions to "inner capital" and "accrued confidence," in effect the self-assuredness which is a necessary component of identity.

It is described as a feeling of consciousness of one's powers or of reliance on one's circumstances or the state or quality of being certain (Webster's New Collegiate Dictionary, 1974).

Sexual Identity

Sexual identity is described by Yorburg (1974) as the result of the role of male or female as it is conceived and taught to human beings in particular societies, at particular times, and within particular segments of these societies (p. 9). She further stated: "Since sexual status results in the learning of sex-typed personality traits and behavior and a sex-typed self image or identity, gender also affects the performance of all roles people play" (p. 153).

In other words, in all societies, even those in which sex-typing is not extreme, a person's basic status determines what other statuses the person can or cannot have.

Judith Ashway (1980) cited the establishment of a sexual identity as another task of adolescence. She found, in her studies, that it was strongly influenced by a young person's relationship to the family. Ashway concluded that in order for a young woman to establish a sound sexual identity and self-acceptance, it is important for her to identify with her mother, adapting and incorporating into her own configuration her mother's positive qualities. It is also necessary to learn to relate to the opposite sex; but, in order to establish a satisfying relationship with men, women need to have a good relationship with their own sex.

Ashway also stated that the development of a sound sexual identity and capacity for productive adult functioning is rooted in a foundation of positive self-worth (p. 492).

Marthas (1980) studied sexual identity formation in adolescent females by following seven female subjects for two years. Variables determined from verbalizations as primary to identity formation included a warm, trusting relationship with mother that allowed sharing of sexual information; a communicative family that socialized the girl and continued to influence her identity process; female peers with whom she could form a transient, collective self in order to gain self-confidence in her move from parents; male peers with whom she could relate in a responsive manner.

Waterman and Nevid (1977), studying sex differences in the resolution of the identity crisis, found a significantly higher

incidence of crises over sexual identity for females than for males. She considered this as a possible reflection of Erikson's theory of the importance of "inner space" in feminine identity. However, she acknowledged the possibility of an alternative explanation of the sex differences in the sexual identity crisis--that of society's "double standard." She stated:

Although research findings indicate that our society is moving in the direction of a single standard, standards for female sexual behavior are still more restrictive than those for males (Pepleu, 1976). Thus, women may often establish a personal sexual ethic by disavowing cultural standards through a period of serious questioning or crisis. Females may also be more likely than males to have a sexual identity crisis because females are generally the ones who must make the decisions about issues such as contraception and abortion. (p. 340)

Chickering (1969) stressed the importance of "sexual identification"--discovering what it means to be a man or a woman and coming to terms with some of the behaviors and roles required. It also includes developing a position consistent with one's own peculiar blend of masculinity and femininity. Perspective on fundamental feelings and responses--culturally defined as feminine or masculine though parts of both reside in each person--must be achieved (p. 83). Erwin synthesized Chickering's position as outlined in the operational definitions included in chapter 3.

Conceptions about Body and Appearance

Marthas (1980) held that physical changes such as hormonal, body image and function which the self encounters must be consciously acknowledged and incorporated into daily behavior in order for ego growth, specific to identity formation, to occur. Lerner, Orlos, and Knapp (1976) found physical attractiveness correlated more

significantly with higher self-concept in females than did physical effectiveness.

Their sample of 218 female and 124 male college students was studied for a comparison of physical attractiveness and physical effectiveness in the self-concepts of late adolescents. Their derivations from the theoretical ideas of Erikson (1968) and McCandless (1970) were that a major source of females' self-concept is interpersonal, implying the saliency of their bodies as a stimulus for the attraction of others (p. 315). The results of their study were consistent with these conclusions.

Multiple correlations between the attractiveness ratings of the 24 body parts and the mean self-concept scores were higher than the corresponding results between the effectiveness ratings and the mean self-concept scores. Also, there were more of the individual attractiveness items that were significant predictors of females' self-concepts. The reverse pattern was true for males.

Rosenbaum (1979), addressing female adolescent development, said that "The dramatic bodily changes during adolescence provide the concrete biological stage setting for an unfolding sense of self" (p. 234). He added that adolescence is the time for consolidating gender differences in body image. There is an ever-increasing acceptance, comfort, and pride in being female, with a consistent movement from more superficial concerns about weight distribution, etc., to a more flexible acceptance of the self as a maturing woman. According to Rosenbaum,

Body growth provides a stimulus for ego development. In particular, the ongoing separation process from mother, which enters a new phase in adolescence is often poignantly illustrated by reactions to bodily change. Mothers tend to be

discarded as final authorities when it comes to looks and dress and replaced by peers, whose opinions are increasingly valued. (p. 249-250)

Rosenbaum felt that coming to terms with the many discrepancies between one's own body and the ideal embodiment of female beauty has ramifications not only in terms of body image but also with regard to self-esteem, level of anxiety, realistic perception, and self-acceptance. Body change and ego growth are intimately connected.

"It appears necessary," Rosenbaum stated, "to consolidate an acceptable sense of bodily self in order for optimal ego development to occur" (p. 251).

Greenaway (1985), studying the relationship between body image and self-concept in middle-aged and younger women, found that traits and behaviors traditionally prescribed for the female gender in Western culture are the strongest predictors of positive self-concept. The traits include interpersonal relationships and physical appearance (p. 2450). Greenaway's study revealed that, while women may be involved in new roles and behaviors that are not traditionally gender specific, they continue to utilize traditional gender-prescribed categories with which to evaluate the self.

Erwin (1978) summarized Chickering's statements on this aspect of identity this way:

. . . The changing, growing, physical body and the self-probing questions about self become partially focused on one's presentation of self. Appearance is both superficial and fundamental. The superficiality is exhibited through style of dress and external appearances. More fundamental issues include feelings questioning self-esteem such as unattractiveness and worthlessness. The emerging presentation of self is a conscious balance among the persons' influences, situational appropriateness and expectations, and individual desires. (pp. 10-11)

For establishment of identity, Erwin affirmed, one's presentation of self is not unduly influenced by current styles and the dictates of peers or persons of authority. Similarly, an appearance intended to defy accustomed patterns or presentation also suggests an uncertainty of self. It is the integration of each influence--of others, of situations, and of personal preferences--that affirms an established identity (p. 11).

Summary of the Chapter

In summary, it would appear that it is possible, with changing norms of socialization, to foster autonomous and mature relational behaviors in females which could contribute to a firmly based personal identity (see Billings, 1974, p. 3). The fusion of autonomous and mature interpersonal relations occurs under Chickering's and Gilligan's conceptualizations of interdependence. One could conceive of Gilligan's interpretation of interdependence as a weaving of Chickering's operational outlines into the feminine fabric of interconnection--where the fusion is more complete and the lines of autonomy and interdependence are less distinguishable from each other. If those who emphasize this psychosocial perspective are correct, when women's self-definition is nurtured in the context of interdependence, the result will be the evolution of an identity that is less threatened by societal pressures. One is freer to establish progressively more mature relationships that do not stymie personal achievement, nor minimize the satisfaction that can be derived from interpersonal commitment.

CHAPTER III

METHODOLOGY

This was an empirical study of identity and interpersonal relationships. This chapter presents an outline of the method of sampling subjects, the selection and statistical properties of the instruments, operational definitions for the major variables, procedures for the collection of data, and statement of the hypotheses, with procedures for testing the hypotheses.

Sample

The subjects for this study were in the late adolescent and early adult age range of approximately 17 to 22 years. A total of 247 female students were chosen from an original sample of 300 students from seven postsecondary institutions in the Midwest, Eastern, and Southern regions of the United States. Fifty-three of the original sample were dropped because of incorrect or incomplete answer sheets or disqualification because of age. College selection was based on established contacts (i.e., known faculty and staff) and accessibility (i.e., geographical proximity).

Two of the institutions were all-female schools. The others were co-educational. The purpose of including all-female schools in the study was to determine whether there are significant differences between responses of females from all-female schools and those in schools with mixed populations. Morgan (1982) emphasized the importance of same-sex peer relationships in shaping identity

in an era of rapidly changing feminine values (pp. 209-10). One would, therefore, expect students in all-female schools to demonstrate a more stabilized identity and, consequently, higher identity scores than those in co-educational institutions.

Subjects were drawn from naturally occurring groups, specifically from required classes including English, general psychology, and sociology. This selection was an attempt to draw from a cross-section of students, rather than from class groupings reflective of specific career or personality orientations. The effect was expected to result in a heavier representation of freshmen, sophomores, and juniors.

Instrumentation

The Erwin Identity Scale, the MAFERR Inventory of Feminine Values, and the Fundamental Interpersonal Relations Orientation--Behavior scale were the three instruments used in this study.

Erwin Identity Scale

The Erwin Identity Scale (EIS) was used to measure the extent of identity development in the sample. Erwin (1978) constructed and validated an objective instrument to measure the core developmental vector in Chickering's model. This core is described as the "solid sense of self that assumes form as the developmental tasks of competence, emotions, and autonomy are undertaken with some success . . ." (Chickering, 1969, p. 80).

The EIS has been designed to measure three main concepts comprising identity: confidence, sexual identity, and conceptions about body and appearance (Erwin & Delworth, 1980, p. 19).

According to Erwin (1978), two of these have been specified by Chickering--sexual identification and conceptions about body and appearance (p. 10). The third component, confidence, is implied.

Erwin stated:

When he quoted from Erikson about "inner capital," "the person one feels oneself to be," and "accrued confidence," Chickering implied that self-assuredness was a necessary component of identity. (p. 12)

(EIS) Operational Definitions

The Erwin Identity Scale measures the three constructs or components of identity. Each component is represented by a sub-scale on the EIS. The operational definitions that follow are from Erwin's dissertation, "The Validation of the Erwin Identity Scale" (1978, pp. 23-24).

Confidence

Confidence is defined as an assuredness of one's self and in one's capabilities. It includes self-reliance while recognizing necessary dependence on outside sources. This recognition represents an awareness of and faith in one's own capabilities, yet with a realization that there are limits to these processes. Erwin said the confident person has some understanding of his or her limitations. A self-confident person also feels comfortable about expressing beliefs, making decisions, and behaving competently, even though action may not be taken in these areas (Erwin, 1978).

Sexual Identity

Sexual Identity is a clarification and acceptance of one's sexual feelings. The person with a high degree of sexual identity

recognizes his or her sexual feelings as natural and normal. There is an absence of guilt because of their presence. Sexual Identity includes not only a positive acceptance of one's sexual feelings but also a control of one's sexual feelings. A person's feelings are not overwhelming and do not interfere in interactions with other people. Sexual feelings are accepted as a normal part of close love relationships. This recognition and acceptance of sexual feelings does not imply sexual activity or a lack of it.

Conceptions about Body and Appearance

Identity also includes an accurate self-perception and acceptance of one's appearance. It is an issue of presentation of self. What do I think of my body? How do I conceive of myself and my appearance? An increasing acceptance of one's body, particularly in relation to other people, is a necessary component. In addition, one's appearance and dress are resolved issues and represent a "varied balancing of personal preferences, the desires of others, and situational expectation" (Chickering, 1969, p. 83). A person with a high degree of identity exhibits a personal dress style governed by individual tastes rather than the dictates or expectations of other people (e.g., peers, people in authority).

Scale Development

Development of the EIS progressed in two major phases. In the first phase, a 78-item instrument was administered to a sample of high-school juniors and seniors (15), college freshmen (21), college seniors (29), and graduate students (15). The 61 college freshmen and seniors comprised 75 percent of a stratified random

sample of 80 students selected according to sex and class (freshmen and seniors). The high-school and graduate students were not random samples, but were included to broaden the educational level of the students studied (Erwin & Delworth, 1980, pp. 20-21).

In the second phase, the revised 58-item scale was administered to 169 students at the University of Iowa. Items which correlated less than .20 with the respective sub-scales were deleted. Based on feedback from Student Services staff members, other items were deleted or reworded to eliminate sexual, cultural, and handicap bias. One new item was included.

Reliability

In the first phase, Cronbach's coefficient of internal consistency was used to estimate reliability. Cronbach's alpha coefficient indicates the degree to which the items within each sub-scale measure a common characteristic (Erwin & Delworth, 1980). Reliability coefficients ranging from .65 to .76 were obtained. The revised instrument increased reliability coefficients, as indicated in table 1.

TABLE 1
INTERNAL CONSISTENCY COEFFICIENTS FOR THE EIS SUB-SCALES

EIS Sub-Scales	Internal Consistency Coefficients
Confidence	.81
Sexual Identity	.75
Conceptions about Body and Appearance	.79

Validity

In the initial testing, the EIS was administered in conjunction with two other scales to establish construct validity. Two scales used by Chickering to test his theory were also used by Erwin. Chickering said the establishment of identity is accompanied by a lessening of anxiety and a greater degree of personal integration. The scales he used were the Lack of Anxiety (LA) and Personal Integration (PI) scales from the Omnibus Personality Inventory (OPI). In Erwin's study, inter-scale correlations between the sub-scales of the EIS and the scales of the OPI ranged from .41 to .81. (Inter-scale correlations are shown in table 2.) The correlations were considered moderate.

TABLE 2
INTER-SCALE CORRELATIONS BETWEEN THE EIS AND THE OPI

Subscale	Confidence	Sexual Identity	Body and Appearance	PI
Sexual Identity	.58			
Conceptions about Body and Appearance	.63	.54		
Personal Integration	.81	.52	.41	
Lack of Anxiety	.67	.42	.47	.71

MAFERR Inventory of Feminine Values

The Maferr Inventory of Feminine Values (MIFV) was originally the Fand Inventory of Feminine Values, developed by Alexandra

Botwinik Fand (1955). The original instrument tested two dimensions of feminine value orientation on a continuum. One dimension represented orientation towards self. The second dimension, located at the opposite end of the continuum, measured orientation toward others. These were otherwise described as "progressive" or "liberal" role orientation and "traditional" role orientation.

Steinmann and Fox (1979) tested the instrument on samples of over 1,000 females, consisting of 15 clusters of American women. In her own doctoral dissertation, Steinmann (1957) used the Fand inventory (now the MAFERR inventory) to study the concept of the feminine role in 51 middle-class American families. The instrument has been used extensively in cross-cultural research by the MAFERR Foundation since 1955.

MAFERR: Operational Definitions

Although the most recent manual uses "family oriented" as opposed to "other oriented" (the term used from 1955 to 1973), for consistency, the original terms are used in these operational definitions. The original 34 items are essentially the same, and other revisions of the Fand instrument (e.g., Gump, 1972) have maintained the "self" and "other" terminology on the continuum of values. A third category, "balanced," has been created to represent persons who score within the middle ranges of the continuum.

Other (Traditional) Orientation

The traditional orientation is descriptive of a woman who sees her own satisfactions coming second after those of her family.

Her family responsibilities take precedence over any potential professional or occupational activities (MAFERR Inventory of Feminine Values, 4th ed., 1979, p. 3). This is the "traditional" family-oriented concept of the feminine role where the woman conceives of herself as the "other," the counterpart of the man and children in her life. She performs a nurturant role and her achievement is to help others achieve. She fulfills herself "by proxy" (Steinmann, 1975).

Self (Liberal) Orientation

Self-orientation infers a liberal woman who considers her own satisfactions equally as important as those of her husband and family (MAFERR Inventory of Feminine Values, 4th ed., 1979, p. 3). Steinmann (1975) called this self-achieving concept of the feminine role a striving to fulfill self directly by realizing one's own potentialities. This woman is distinguished by the fact that she seeks fulfillment through her own accomplishments.

Balanced

The term "balanced" recognizes the possibility of women's place on the continuum reflecting a combination of both nurturant and achieving roles. It amounts to a sociological equivalent of Bem's psychological concept of "androgyny." Analysis of composite scores of self- and other-orientations among college women over a 12-year period appeared consistently moderate in sex-role attitudes (Gump, 1972). Gump saw it as an absence of sufficient factor uniqueness in the Fand Inventory. Steinmann and Fox (1979),

however, have, through numerous studies, established a parameter for a "balanced" orientation in recognition of moderate sex-role attitudes as a legitimate classification in its own right.

Scale Development

The Inventory of Feminine Values (Fand, 1955) began with a list of 40 items, consisting of value-charged statements bearing on women's needs, rights, and obligations in their relationships with men, children, and the world in general. Some of the items were taken from situations arising in everyday life; others were inspired by statements classified under "dominance," "abasement," "nurturance," etc., in Murray's classification of needs (1938).

Some items were formulated to meet agreement of other-oriented women; some, to meet agreement of self-oriented women. The items were submitted to seven judges composed of faculty and graduate students in the social sciences. The instrument, used by Anne Steinmann in her doctoral dissertation in 1957 (see Steinmann, 1963), was subsequently copyrighted by Steinmann and Fox of the MAFERR Foundation beginning in 1955, after very moderate revisions in the wording of statements. The ideas conveyed remained the same.

Reliability

Split-half reliability was obtained on the MIFV using the Spearman-Brown prophecy formula. The reliability coefficient on the entire inventory is .81.

It should be noted that Gump's (1975) revision of the Fand instrument obtained reliability coefficients on each of the two

dimensions represented at opposite ends of the continuum. Gump's (1972) factor analysis of the Fand instrument produced a revised measure with items reduced from 34 to 24. However, it was in the 1975 revision, where less factor uniqueness was required in her study, that Gump produced a 28-item instrument--14 items on the self scale and 14 on the other scale. Split-half reliability coefficients of .71 for "other" and .63 for "self" were obtained using the Spearman-Brown formula.

Choice of the MAFERR instrument for this study was based on a scoring revision which established parameters for a "balanced," or mid-range, category which is essential to this research. Table 3 is a composite frequency-distribution table representing data collected from 500 women included in cluster samples of undergraduates from four American public colleges. One of these colleges was a northern, predominantly White school, two of the institutions were predominantly White southern schools, and one a predominantly Black southern college.

Table 3 includes information for subcategories within the three major divisions of MAFERR. However, only the three major divisions, i.e., Self, Other (Family), and Balanced were used in this study.

Validity

Content validity for the MAFERR Inventory was based on unanimous agreement among judges. A validity check was built into the instrument by expressing the same idea in two different ways. Also, some items were expressed as axioms, some as feelings.

According to Steinmann and Fox (1979) concurrent validity

has been tested in more than 90 research studies. Among them are studies by Swander and Dewey (1972) where MAFERR scores were positively correlated with the Bergers Acceptance of Self and Other Scale, and by O'Connor-Blumhagen (1974), where positive correlations were found between MAFERR scores and the Ego Development Sentence Completion Form.

TABLE 3
SELF-PERCEPTIONS ON THE MAFERR INVENTORY

Orientation	Score Range	% Holding This Perception	% More Family Oriented	% More Self Oriented
1. Balanced	- 4 to +4	19	3	79
2. Family-Oriented	- 5 and beyond	3	0	97
a. Some	- 5 to -12	2	1	97
b. Much	-13 to -20	1	0	99
c. Extreme	-21 and beyond	0	0	100
3. Self-Oriented	+ 5 and beyond	79	21	0
a. Some	+ 5 to +12	25	21	54
b. Much	+13 to +20	22	46	32
c. Extreme	+21 and beyond	32	68	0

FIRO-B Scale

The Fundamental Interpersonal Relations Orientation-Behavior scale is one of a series of awareness scales developed by Schutz (1958). It is the product of the evolution of several earlier scales used in a number of studies. The instrument's primary purpose is to measure how an individual acts in interpersonal situations and to provide information leading to prediction of interaction between

people. Figure 2 represents Schutz's schema of interpersonal behaviors expressed in general terms (Schutz, 1966, p. 59).

Schutz used a developmental approach to isolate variables representing a sequence of typical interpersonal dealings through which most individuals move. After reviewing the work of a number of investigators, particularly Bion (1949), Schutz concluded that the three dimensions, shown in Figure 2, cover most interpersonal behavior (Schutz, 1966, pp. 13-14).

SCHEMA OF INTERPERSONAL BEHAVIORS

DIMENSION	EXPRESSED BEHAVIOR	WANTED BEHAVIOR
Inclusion	I initiate interaction with people.	I want to be included.
Control	I control people.	I want people to control me.
Affection	I act close and personal toward people.	I want people to get close and personal with me.

Fig. 2. The basic statement of the content of the expressed and wanted aspects of each need area.

Figure 3 represents a general paradigm devised by Schutz to illustrate, geometrically, all possible types of orientation toward interpersonal relations.

FIRO-B: Operational Definitions

The theory behind the FIRO-B is based on the assumption that all human interaction may be divided into three categories: issues surrounding inclusion, issues surrounding control, and issues surrounding affection (Schutz, 1978, p. 5).

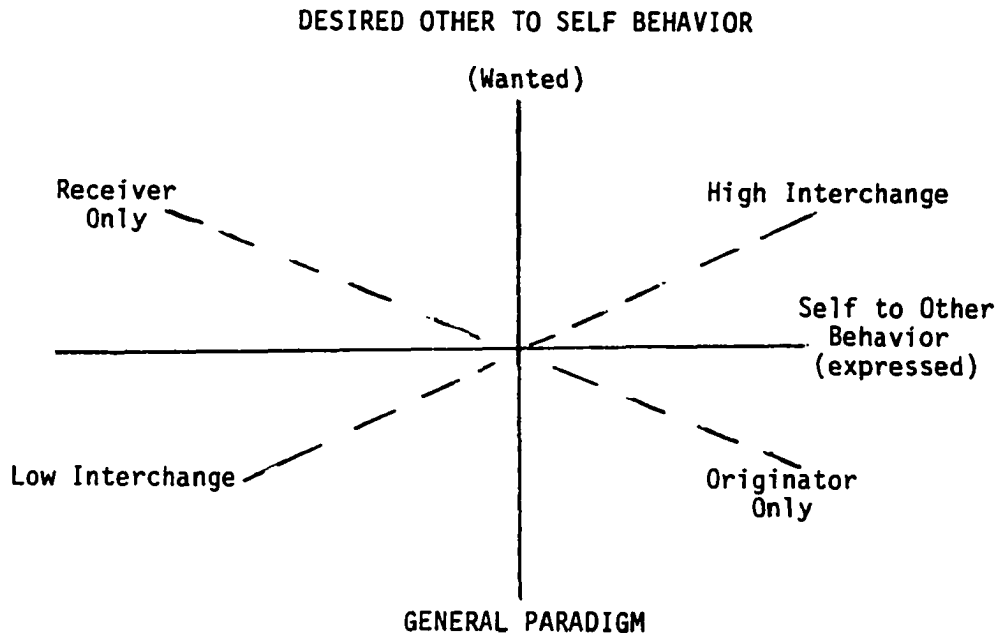


Fig. 3. General schema for describing interpersonal behavior. The terms in each quadrant describe the person who falls at the extreme point of that quadrant.

Dimension of Inclusion

The interpersonal need for inclusion is the need to establish and maintain a satisfactory relationship with people with respect to interaction and association. Some terms which connote a positive orientation in this area include "associate, interact, mingle, communicate, belong, companion, comrade, attend to, member, togetherness, join, extravert, pay attention to, interested, encounter." Negative inclusion is connoted by "exclude, isolate, outsider, outcast, lonely, detached, withdrawn, abandon, ignore" (Schutz, 1978, p. 8).

Dimension of control

The interpersonal need for control is the need to establish and maintain a satisfactory relationship with people with respect

to control and power. Control behavior refers to the decision-making process between people. Some terms that connote aspects of primarily positive control are "power, authority, dominance, influence, control, ruler, superior, officer, leader." Aspects of negative control are connoted by "rebellion, resistance, follower, anarchy, submissive, henpecked, milquetoast" (ibid.).

Dimension of affection

The interpersonal need for affection is the need to establish and maintain a satisfactory relationship with others with respect to love and affection. Some terms that connote aspects of primarily positive affection are "love, like, emotionally close, personal, intimate, friend, sweetheart." Aspects of negative affection are connoted by "hate, cool, dislike, emotionally distant, rejecting" (ibid.).

Descriptions of interdependent Scorers

Interdependence on Inclusion. Interdependence on the Inclusion sub-scale is represented not only by a balance between expressed and wanted behaviors in the moderate score range but in the high range as well, the latter indicating high interchange or more intense relationships. Schutz, like many other researchers before him, described the ideal relational balance as one which is maintained within the moderate score range of three to six. Higher scores, even though balanced, would indicate abnormal closeness.

If one accepts that what is considered abnormal in the male model, especially with regard to the intensity of relationships, is

quite normal among females (Bardwick, Douvan, Horner & Gutmann, 1981; Donelson & Gullahorn, 1977; Gilligan, 1982b; Gutmann, 1981, pp. 85-86), then to extend the balanced or interdependent range from moderate to high would be acceptable in this research.

Names assigned to personality types by Schutz in his three ranges or categories were not used as it was not essential to the goals of this study. However, one should note that Schutz's description of persons in the moderate range of Inclusion included behaviors that demonstrate successful resolution of inclusion relations so that interaction with people presents no problem. These people are capable of being genuinely interested in others and feel others are genuinely interested in them. They possess an identity and individuality. They have integrated aspects of a "large number of individuals into a new configuration" which they identify as themselves (Schutz, 1978, p. 14).

The interdependent scorer on this dimension was referred to as Interpersonal.

Interdependence on Control. Interdependence on the Control sub-scale suggests a balance between giving and receiving orders which embodies the democratic principle. Since, of all the sub-scale constructs, control suggests a hierarchical relationship requiring dominance rather than a relationship of equality, it was difficult to conceive of anyone having an extremely high need to control having an equally high desire to be controlled. It was felt, therefore, that the interdependent, on this dimension, would more likely be in the moderate range described by Schutz which allows persons to feel comfortable giving and not giving orders as well as

taking and not taking orders as appropriate to the situation. According to Schutz, such persons feel capable and responsible as persons. They neither shrink from responsibility nor constantly try to prove how competent they are. They are not preoccupied with fears of helplessness, stupidity, or incompetence. They feel others respect their competence and trust them with decision making.

The interdependent scorer on this dimension was referred to as Democratic.

Interdependence on Affection. Persons who were represented as Interdependent on Affection sub-scale included scorers in the middle range on wanted and expressed aspects of the behavior. These persons were described by Schutz as having successfully resolved affectional relations with other people and having no problem with close, emotional relations with others. They are comfortable in close emotional relations but can also relate comfortably in situations requiring emotional distance. Being liked is important to these persons. However, if they are not liked, they can accept that the dislike is the result of the relationship between themselves and the particular individual or individuals. That is, being disliked is not interpreted as being an unlovable person. These persons consider themselves to be lovable, especially to people who know them well. They are also capable of giving genuine affection.

Because females traditionally have scored significantly higher than males on affection (Burton & Goggin, 1985; Exline, Gray, & Schuette, 1965; Schutz, 1978) it was felt that scores normed on an all-female population should include in the interdependent

category those subjects who achieved a balance in expressed and wanted behaviors in the upper range of scores as well.

The interdependent scorer on this dimension is referred to as Intimate.

Groups for Comparison

For the purpose of comparison, scorers who did not fit the "interdependent" category needed to be grouped in a manner consistent with what might be conceived as not balanced in expressed and desired or wanted behaviors. These groupings were conceived specifically for this research. Imbalance was perceived in two ways: one was the demonstration of a desire for or want of behavior that exceeded the person's expression of that behavior; the other was an expression of a behavior which exceeded an individual's desire for or want of that behavior.

On the inclusion scale, persons who exhibited an excess of want over expression in score patterns were described as Recipient. Those with an excess of expression over want were described as Initiating. Low scorers, even though balanced in expressed and wanted behaviors, were assigned to a separate category because such scores suggested a lack of interest in relating. This category, on the Inclusion sub-scale, was described as Impersonal.

Persons indicating excess of want over expression in scores on the Control scale were described as Abdicratic (a word coined by Schutz to describe a person who seeks greater control from others than he or she exercises toward others). Scorers who indicated greater expressed control than desire for control were classified as Autocratic (also used in Schutz classificaitons). Those who

scored low on both expressed and wanted control were described by a newly coined term Minicratic.

On the Affection scale, an excess of want over expression were represented by the term Solicitous. Those who expressed more affection than they indicated they wanted were labelled Expressive. Those who scored in the low range on both expressed and wanted affection were described as Distant.

Scale development

Schutz (1978) used the Guttman technique of cumulative-scale analysis to construct appropriate items. A nine-item scale was constructed for each of the six dimensions. The scales were developed on 150 subjects from Boston area colleges and a military group. A cross-validation study was done on a population of about 1,500 subjects from Harvard and Radcliffe freshmen, the Harvard Business School, and colleges in the Boston area.

The Guttman technique allows for construction of scaled items regularly decreasing in popularity. That is, it is based on the theory that an individual accepts items sequentially to a given point and then rejects the remainder. If a series of items approximates this model so that 90 percent of all responses can be predicted based on how many items were accepted, the items are considered reproducible. They can, therefore, form a unidimensional scale (Schutz, 1966).

Reliability

The internal consistency coefficients (to estimate reliability) are usually obtained by Cronbach's coefficient alpha or

the split-half method (that is, correlation between scores on two halves of the test). However, since the FIRO-B scales are all Guttman type, reproducibility was considered more appropriate to measure internal consistency. Schutz (1978) noted that according to Guttman's standards, reproducibility is a more stringent criterion than the usual internal consistency measures, since it requires not only that all items measure the same dimension but that they also occur in a certain order. The usual criterion is that 90 percent of all responses are predictable from knowledge of the scores (p. 8).

Table 4 presents levels of reproducibility on expressed and wanted Inclusion (e^I and w^I), expressed and wanted Control (e^C and w^C), and expressed and wanted Affection (e^A and w^A).

TABLE 4
REPRODUCIBILITY OF FIRO-B SCALES

Scale	Reproducibility	Number of Subjects
e^I	.94	1615
w^I	.94	1582
e^C	.93	1554
w^C	.94	1574
e^A	.94	1467
w^A	.94	1467
Mean	.94	1543

Note: Reproducibility scores are the coefficients of internal consistency for the FIRO-B.

The coefficient of stability indicates the correlation between initial test scores and retest scores after a time lapse (another way of assessing reliability). Schutz considered this an important measure based on the assumption that interpersonal orientations are stable traits.

Table 5 gives test-retest reliability coefficients among Harvard students over a one-month period for the Inclusion and Control dimensions. For the Affection dimension, the time lapse was one week. The mean stability coefficients for the six scales is .76.

TABLE 5
STABILITY (TEST-RETEST) OF FIRO-B SCALES

Scale	Coefficient of Stability	No. of Subjects	Mean		Standard Error	
			Test	Retest	Test	Retest
e ^I	.82	126	5.21	5.00	1.90	2.19
w ^I	.75	126	3.88	3.42	3.29	3.30
e ^C	.74	183	3.24	2.94	2.22	2.19
w ^C	.71	125	4.44	4.58	1.91	2.13
e ^A	.73	57	3.42	3.19	2.43	2.71
w ^A	.80	57	3.95	3.54	2.74	2.88

Validity

Content validity is established demonstrating how well the content of the test items sample the situations or subject matter about which conclusions are drawn. Schutz (1978, p. 9) stated that if the theory underlying the Guttman scales is accepted, then content

validity will be the property of all legitimate cumulative scales and, therefore, for all FIRO-B scales.

If all items measure the same dimension and are of descending popularity, then they must represent a sample of items from that dimension. Any other item in that dimension must fit between or beyond scale items according to the percentage accepting the item. That is, the item is marginal, and the individual's response to this new item is at least 90 percent reproducible (or predictable) from his scale score.

The implication is that any sample of items in the dimension would rank respondents in essentially the same way; therefore, the sampling of the universe of items yields a satisfactory content validity.

Concurrent validity is demonstrated by how well test scores correspond to measures of concurrent criterion performances or status (Schutz, 1978, p. 9). The FIRO-B has yielded significant information establishing its validity, when used with several measures in a number of research studies. Among normal populations, these studies included group dynamics, personality structures of two-type families, and studies in self-esteem (pp. 25-27).

Differences in occupational groups have been found to be "striking" (p. 9). Nurses have scored very high in the affection area. Occupations requiring "more introverted activities" and less contact with people, such as architecture, physics, and antarctic exploration, score very low over-all.

Procedures for Gathering Data

The following is an outline for procedures used for collecting data:

1. Initial contacts were made with liaison persons in participating institutions. In most cases, these were chairpersons of English and Psychology departments and/or directors of student affairs. The contacts were made by telephone or by letter, intended to precede a formal request in writing.
2. Where special committees were set up to review requests to conduct research, a statement of their requirements was sought.
3. Verbal consent was followed with formal requests to appropriate authorities. If one had not already been designated, an official liaison person--classroom teacher or counselor--was selected to monitor testing or to arrange for personal test administration during class periods or special test sessions.
4. Written instructions for test administration were available to liaison persons, whether or not they were personally involved in supervising the test sessions.
5. Instructions included brief statements orienting students to the test sessions.
6. All three test instruments were administered at one sitting. Since each required fifteen minutes or less to complete, ample time was available in regular class periods or special sessions for completion of the three instruments.
7. The Erwin Identity Scale and the MAFERR Inventory of Feminine Values were prepared as two parts of a Female Research

Questionnaire for convenience in computer scoring. The EIS preceded the MIFV as Parts I and II and numbering continued in sequence. Permission was obtained to copy or revise the formats of the instruments for any conveniences that were required. The wording of items was not changed. Both instruments require a five-point Likert-type scale response.

8. Because of a difference in format, the FIRO-B was administered as a separate questionnaire. Six-option response sheets were used for computer scoring. These were scored using the Item Weight computer program.

9. Wherever it seemed necessary, teachers or counselors were asked to offer non-monetary incentives to students for participation (such as, "special project" class credit points).

Null Hypotheses and Statistical Analysis

Introduction

The balance between expressed and wanted behaviors indicated in responses to the FIRO-B represented an approximation of the reciprocal (i.e., initiating and receiving) aspects of interdependence as defined in chapter 2. A person, ideally balanced in this aspect, was represented by moderate to high range, matched scores on both expressed and wanted behavior on each of the three dimensions (or sub-scales) of Inclusion, Control, and Affection. Total expressed and total wanted behavior scores appeared to be less valid for analyses, due to the focus of this study. Respondents were categorized in low, middle, and high ranges based on scores on the MAFERR (a single continuum scale) and the FIRO-B Expressed and Wanted behaviors in each of the three dimensions of sub-scales.

Hypotheses

General Hypothesis. There will be no significant relationship between feminine values, interpersonal orientation, and identity.

Twenty sub-hypotheses were posited for testing the specific ways in which the two measures of independent variables (feminine values and interpersonal orientation) might be related to the measure of the dependent variable (identity).

Hypothesis 1. There will be no significant difference between the median scores on the Erwin Identity Confidence sub-scale for subjects scoring in the low, middle, and high ranges of the MAFERR Inventory of Feminine Values.

Hypothesis 2. There will be no significant difference between the median scores on the Erwin Identity Sexual Identity sub-scale for subjects scoring in the low, middle, and high ranges of the MAFERR Inventory of Feminine Values.

Hypothesis 3. There will be no significant difference between the median scores on the Erwin Identity Conceptions about Body and Appearance sub-scale for subjects scoring in the low, middle, and high ranges of the MAFERR Inventory of Feminine Values.

Hypothesis 4. There will be no significant difference between the median scores on the total Erwin Identity scale for subjects scoring in the low, middle, and high ranges of the MAFERR Inventory of Feminine Values.

Hypotheses 1-4 were tested by the Median test which uses the chi-square distribution to compare the frequencies of cases in each group which lie above and below the median of the combined sample.

Hypothesis 5. There will be no significant difference between the mean scores on the Erwin Identity Confidence sub-scale, for subjects scoring in the Interpersonal (interdependent), Recipient, Initiating, and Impersonal categories on the FIRO-B Inclusion sub-scale.

Hypothesis 6. There will be no significant difference between the mean scores on the Erwin Identity Sexual Identity sub-scale for subjects scoring in the Interpersonal, Recipient, Initiating, and Impersonal categories on the FIRO-B Inclusion sub-scale.

Hypothesis 7. There will be no significant difference between the mean scores on the Erwin Identity Conceptions about Body and Appearance sub-scale for subjects scoring in the Interpersonal, Recipient, Initiating, and Impersonal categories on the FIRO-B Inclusion sub-scale.

Hypothesis 8. There will be no significant difference between the mean scores on the total Erwin Identity scale for subjects scoring in the Interpersonal, Recipient, Initiating, and Impersonal categories on the FIRO-B Inclusion sub-scale.

Hypotheses 9-12 are the same as 5 through 8, except that the FIRO-B Control sub-scale is the independent variable and the groupings are Democratic (interdependent), Abdicratic, Autocratic, and Minicratic. The four groups are measured against the Erwin Identity Confidence, Sexual Identity, Conceptions about Body and Appearance, and total scales, respectively.

Hypotheses 13-16 are the same as 5 through 8, except that the FIRO-B Affection sub-scale is the independent variable and the

groupings are Intimate (interdependent), Solicitous, Expressive, and Distant. The four groups are measured against each of the Erwin Identity scales.

Hypotheses 5-16 were tested by one-way analysis of variance.

Hypothesis 17. There will be no significant difference between the mean scores on the Erwin Identity Confidence sub-scale for subjects attending institutions with all-female populations and those attending institutions with coeducational populations

Hypothesis 18. There will be no significant difference between the mean scores on the Erwin Identity Sexual Identity sub-scale for subjects attending institutions with all-female populations and those attending institutions with coeducational populations.

Hypothesis 19. There will be no significant difference between the mean scores on the Erwin Identity Conceptions about Body and Appearance sub-scale for subjects attending institutions with all-female populations and those attending institutions with coeducational populations.

Hypothesis 20. There will be no significant difference between the mean scores on the total Erwin Identity scale for subjects attending institutions with all-female populations and those attending institutions with coeducational populations.

Hypotheses 17-20 were tested by a series of t-tests to compare group means on all variables.

All hypotheses were tested at an alpha level of .05 on a two-tailed test.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the findings of the analysis of data obtained from 247 respondents in the study of identity development. Seven institutions from the Midwest, the South, and the East coast were represented in the study. The first section gives demographic information about respondents and participating institutions. The second section deals with instrumentation and relevant statistics, and the third section deals with the analysis, hypothesis by hypothesis. The fourth section gives a brief summary of findings as a prelude to a more extensive summary of conclusions and findings in chapter 5.

Respondents

Subjects were college females from 17 to 22 years of age. Seventy-four of the 247 respondents were registered at the two all-female colleges represented in the sample. Budget and time constraints prevented random selection. Caution, therefore, should be exercised in generalizing the findings.

Lack of randomization was somewhat compensated for by careful group selection targeted at a cross-section of students in required classes and basic classes. Participants were drawn from naturally occurring groups in English, psychology, and sociology classes. All sections of English were required classes and, therefore,

included a cross-section of students and college majors. Psychology and sociology groups were also drawn from classes listed in the General Education core curriculum and included a representative sampling of a cross-section of students. That a wide variety of college majors was represented in the sample is shown in Table 6, which gives information concerning the sample with respect to a number of demographic variables.

Participating Institutions

Participating institutions included Andrews University, Henry Ford Community College, Howard University, Indiana University (South Bend), Oakwood College, Spelman College, and St. Mary's College. With the exception of Henry Ford Community College and Indiana University, all the institutions are private. Four of the seven institutions have strong religious affiliation.

Andrews University is a co-educational institution located in Berrien Springs, a semi-rural area of southwestern Michigan. It consists of six schools including a School of Graduate Studies and a Theological Seminary. The College of Arts and Sciences offers four-year programs with a variety of undergraduate majors. The cosmopolitan student population consisted of 1,746 male and 1,288 female students in 1984, with 210 full-time and approximately 50 part-time faculty members.

Henry Ford Community College is located in an urban area of Southeastern Michigan, in the city of Dearborn. It offers two-year undergraduate programs in liberal arts, science, and technology. In the fall of 1984, the student population consisted of 8,106

TABLE 6
DEMOGRAPHIC INFORMATION FROM PERSONAL DATA SHEET
(N = 247)

Category	Group	N	%	Total
Year in school	Freshman	144	58.30	247
	Sophomore	49	19.83	
	Junior	20	8.10	
	Senior	34	13.77	
Race	White	119	48.18	247
	Black	112	45.34	
	Oriental	2	0.81	
	Hispanic	6	2.43	
	Other	8	3.24	
Marital status	Single	244	98.79	247
	Married	3	1.21	
	Divorced	-	-	
	Widowed	-	-	
Age	Seventeen	19	7.69	247
	Eighteen	94	38.06	
	Nineteen	56	22.67	
	Twenty	28	11.34	
	Twenty-one	38	15.38	
	Twenty-two	12	4.86	
College major	Agriculture	1	0.41	
	Allied Health Science	37	14.98	
	Architecture	1	0.41	

TABLE 6--Continued

Category	Group	N	%	Total
College major	Business Administration	38	15.38	247
	Computer Science	5	2.02	
	Education	12	4.86	
	Engineering	3	1.21	
	Humanities	21	8.50	
	Natural Resources	1	0.41	
	Natural Sciences	32	12.95	
	Physical Sciences	0	0.00	
	Social Sciences	42	17.00	
	Occupational Education	37	14.98	
	majors not elsewhere classified			
	Undecided	16	6.48	
Father's present or former occupation	Not stated	1	0.41	247
	Professional, technical, and managerial occupations	115	46.56	
	Clerical and sales occupations	27	10.93	
	Service occupations	20	8.10	
	Agricultural, fishery, forestry, and related occupations	3	1.21	
	Processing occupations	7	2.83	
	Machine trades occupations	9	3.64	
	Benchwork occupations	8	3.24	
	Structural work occupations	13	5.26	
	Miscellaneous occupations	9	3.64	
	Not stated	36	14.57	

TABLE 6--Continued

Category	Group	N	%	Total
Mother's present or former occupation	Professional, technical, and managerial occupations	109	44.13	247
	Clerical and sales occupations	44	17.81	
	Service occupations	67	27.12	
	Agricultural, fishery, forestry, and related occupations	0	0.00	
	Processing occupations	4	1.62	
	Machine trades occupations	2	0.81	
	Benchwork occupations	1	0.41	
	Structural work occupations	2	0.81	
	Miscellaneous occupations	1	0.41	
	Not stated	17	6.88	

male students and 7,255 female students. Full-time faculty members totalled 208 and part-time, 492.

Howard University is located in urban Washington, D.C., and embraces several colleges offering specialties in a number of areas including fine arts, medicine, and education. At the graduate level, there are Schools of Law, Religion, and Human Ecology. Its predominantly Black student population numbered 11,319 in 1984-1985. Of these, 5,476 were men and 5,843 were women. The total number of full-time faculty was 1,959.

Indiana University at South Bend is a co-educational institution offering graduate programs in five areas including Education, Business, and Library Science, and undergraduate programs in the arts, sciences, and technology. In the fall of 1984 there were 2,140 male students and 3,302 female students, with 163 full-time and 180 part-time faculty members.

Oakwood College is a four-year, liberal arts institution with a predominantly Black student population. It is situated in suburban Huntsville, Alabama. At the time of the survey, there were 533 male and 614 female students. There were 74 full-time faculty members and 31 part-time faculty.

Spelman College is an all-female liberal arts college located in urban Atlanta, Georgia. The student population is predominantly Black. At the time of the study, there were 1,603 students, 91 full-time and 39 part-time faculty members. Twelve administrators also held faculty rank.

St. Mary's is an all-female undergraduate school offering diverse four-year programs in the liberal arts and sciences. At the

time of the study, there were 118 full-time and 54 part-time faculty members. The predominantly Caucasian student population was 1,726. The college is located in a suburban area of South Bend, Indiana.

Descriptive Statistics on the Instruments

MAFERR

The MAFERR Inventory of Feminine Values contains 34 items. There are five response options. Steinman and Fox (1979) recommended a score range of -68 to +68 with negative scores increasing the more traditional, or other-oriented, the scorer, and positive scores increasing the more liberal, or self-oriented, the scorer. A person who strongly agrees with a statement considered extremely self-oriented would receive a score of +2 and a person strongly agreeing with a statement considered extremely other-oriented would receive a score of -2. For convenience in this study, the score range per item was 1 to 5, making the score range on the instrument 34 to 170, thus eliminating negative scores.

Some weakness in the MAFERR was evident in low point-multiserial correlations (below .3) in 17, or exactly half, of the items responded to in this sample. This suggested a less than desirable level of relationship between these individual items and the instrument as a whole. The table of point-multiserial-correlation coefficients is included in Appendix D.

Table 7 shows the frequency distribution of all scores obtained on the MAFERR by subjects in this study. Categories are the same as those recommended by Steinman and Fox. That is, Steinman's Balanced range of -4 to +4 was represented as a nine-point range of 98 to 106 (designated in Table 7 as Group II). Her Other-

TABLE 7

FREQUENCY DISTRIBUTION OF SCORES ON THE MAFERR INVENTORY

GROUP I (High) Self-Achieving			GROUP II (Middle) Balanced			GROUP III (Low) Achieving through Others		
Score	f	f(group)	Score	f	f(group)	Score	f	f(group)
148	1		106	7		97	4	
146	2		105	5		96	3	
142	1		104	5		92	1	
139	3		103	3		88	2	
138	2		102	5		87	1	
137	4		101	6		85	1	12
136	2		100	4				
135	2		99	6				
133	3		98	4	45			
132	6							
131	3							
130	3							
129	3							
128	4							
127	4							
126	6							
125	6							
124	13							
123	5							
122	6							
121	6							
120	8							
119	7							
118	6							
117	8							
116	6							
115	11							
114	17							
113	6							
112	7							
111	6							
110	2							
109	5							
108	6							
107	10	190						

oriented range of -5 to -68 was represented by scores of 34-97 (Group III in Table 7), and her Self-oriented range of +5 to +68 was represented by scores of 107 to 170 (Group I in Table 7). The table shows a marked asymmetrical distribution with the highest proportion of scores grouped in the Self-oriented or highest range.

A composite frequency distribution table containing data collected from 500 women undergraduates (Steinman & Fox, 1979) is reproduced in Table 3 (p. 71). Table 8 is a simplified version of a composite frequency distribution for the sample in this study. The distribution is shown in percentages.

According to the data obtained in the MAFERR sample in Steinman's study, group percentages were 19, 3, and 79 for the Balanced, Other-oriented, and Self-oriented groups, respectively. This compares with the current sample's percentages of 18, 5, and 77, respectively, shown in Table 8. Both samples produced a negatively skewed score distribution, with the highest percentage scoring in the Self-oriented range. Slightly more women scored as Other-oriented in this sample, and slightly fewer women scored in the Balanced range.

TABLE 8
MAFERR GROUPINGS ON SELF-PERCEPTIONS

Orientation	Steinmann Groupings		Current Groupings	
	Score Range	% Holding This Perception	Score Range	% Holding This Perception
1. Balanced	-4 to +4	19	98 to 106	18
2. Other-Oriented	-68 to -5	3	34 to 97	5
3. Self-Oriented	+5 to +68	79	107 to 170	77

A nonparametric method of analysis was chosen for these data because the sample distribution departed significantly from the normal curve. When there is reason to believe that population distributions depart greatly from normality, distribution-free methods of analysis, which require no assumption about the shape of the distribution, are desirable (Welkowitz, Ewen, & Cohen, 1976, p. 259).

The Median test is a nonparametric method which tests for differences in location among two or more independent samples. In this case, the three MAFERR groups were the samples for comparison, and the assumption that each of the three groups had identical medians was tested by measuring them against the general median of the entire sample (the grand median).

By counting the number of cases above and below that median in each of the groups, a contingency table of frequencies was obtained and subjected to a chi-square test for significant differences. The chi-square (χ^2) statistic determines if actual differences exist between these observed frequencies and the frequencies that might be expected if the group medians were identical.

FIRO-B

Schutz's absolute divisions (Schutz, 1978, p. 6) were used to define the score ranges for each of the six dimensions of behavior on the FIRO-B; that is, the dimensions of Expressed and Wanted Inclusion, Control, and Affection. The low range is represented by scores from zero to two; the middle range, by scores from three to six; and the high range, by scores from seven to nine.

Table 9 shows the frequency distribution obtained on the dimensions of Expressed and Wanted Inclusion, and Table 10 shows the distribution obtained on the dimensions of Expressed and Wanted Control with the same absolute scales. It is noted that the Control variable produced an unusually large number of low scores. Table 11 shows the distribution obtained on the dimensions of Expressed and Wanted Affection

Groups were then established based on the scoring patterns of each of the 247 subjects. That is, those who indicated a balance between their desired and expressed behaviors, ranging from moderate to intense interaction (middle- and high-range scores), were grouped together. Those who desired more of a behavior than they expressed were grouped, and those whose expressed behavior exceeded the desired behavior they indicated were grouped. A fourth group was established to include those who indicated a low need for expression of or receiving of a behavior.

As cited earlier, the four groups representing these behaviors on the Inclusion scale were described as Interpersonal, Recipient, Initiating, and Impersonal. On the Control scale, they were identified as Democratic, Abdicratic, Autocratic, and Minicratic. The Affection groups were Intimate, Solicitous, Expressive, and Distant. (Table 12).

It should be noted that nearly half the sample scored within the moderate to upper ranges on the Affection scale. This is a finding similar to those cited in chapter 2, where female students and female professionals (i.e., nurses) scored higher than the norm

TABLE 9

FREQUENCY DISTRIBUTIONS FOR EXPRESSED AND WANTED INCLUSION

Group	Score	Expressed		Wanted	
		f	f (group)	f	f (group)
Low I	0	10		81	
	1	16		16	
	2	31	57	16	113
Middle II	3	23		8	
	4	50		19	
	5	48		12	
	6	28	149	14	53
High III	7	31		33	
	8	7		26	
	9	3	41	22	81

TABLE 10

FREQUENCY DISTRIBUTIONS FOR EXPRESSED AND WANTED CONTROL

Group	Score	Expressed		Wanted	
		f	f (group)	f	f (group)
Low I	0	69		38	
	1	66		68	
	2	43	178	60	166
Middle II	3	32		30	
	4	24		17	
	5	6		15	
	6	4	66	9	71
High III	7	3		1	
	8			5	
	9		3	4	10

TABLE 11

FREQUENCY DISTRIBUTIONS FOR EXPRESSED AND WANTED AFFECTION

Group	Score	Expressed		Wanted	
		f	f (group)	f	f (group)
Low I	0	9		5	
	1	34		24	
	2	37	80	17	46
Middle II	3	48		22	
	4	28		42	
	5	37		59	
	6	19	132	27	150
High III	7	7		15	
	8	21		19	
	9	7	35	17	51

TABLE 12

GROUP FREQUENCIES FOR PATTERNS OF INTERACTION ON THE FIRO-B

Inclusion		Control		Affection	
Interpersonal	70	Democratic	23	Intimate	113
Recipient	55	Abdicratic	56	Sollicitous	78
Initiating	79	Autocratic	43	Expressive	30
Impersonal	43	Minicratic	125	Distant	26

in the area of Affection. An even more striking result was the heavy concentration of scores in the low range on both expressed and wanted Control. Similar results were obtained with a sample of female high-school students and among pre-adolescent girls as cited in chapter 2 (p. 49).

Erwin Identity Scale

The Erwin Identity scale consisted of 59 items, measuring three constructs or aspects of identity. Twenty-four items made up the Confidence sub-scale; 19 the Sexual Identity sub-scale; and 16 the Conceptions about Body and Appearance sub-scale.

An item analysis of the Erwin Identity Scale as a whole produced point-multiserial correlations ranging from .07 to .66 (tables are included in Appendix C). Forty-eight of the 59 items yielded point-multiserial correlations of .30 or above. When items were analyzed within each of the three sub-scales of the EIS, correlations were slightly higher, suggesting that the scales were measuring consistently.

Correlations on items from the Confidence sub-scale ranged from .23 to .65. Only one of the 24 point-multiserials fell below .30. Nineteen items measured the Sexual Identity construct. Point-multiserials ranged from .22 to .58. Sixteen of the items yielded correlations of .30 or above. On the sub-scale measuring Conceptions about Body and Appearance, 15 of the 16 point-multiserials ranged from .30 to .62.

Table 13 shows the means, standard deviations, and reliability coefficients for each of the MAFERR, FIRO-B, and Erwin Identity scales.

Basic Data for Analysis

Group medians for each of the Erwin Identity sub-scales and the total scale were obtained for each of the MAFERR groups. Table 14 shows the number represented in each of the high, middle,

TABLE 13

DESCRIPTIVE STATISTICS FOR THE SCALES

Scale	N	Range Possible	Mean	Standard Deviation	Reliability Coefficient Alpha
MAFERR	247	34-170	115.78	11.88	.69
FIRO-B Exp. Inclusion	247	0-9	4.27	2.08	.72
FIRO-B Wanted Inclusion	247	0-9	3.76	3.39	.92
FIRO-B Exp. Control	247	0-9	1.70	1.61	.67
FIRO-B Wanted Control	247	0-9	2.26	2.00	.75
FIRO-B Exp. Affection	247	0-9	3.82	2.32	.78
FIRO-B Wanted Affection	247	0-9	4.70	2.30	.77
EIS Confidence	247	24-120	89.13	14.82	.87
EIS Sexual Identity	247	19-95	64.71	10.69	.73
EIS Conceptions about Body and Appearance	247	16-80	56.40	9.62	.78
EIS Total	247	59-295	210.24	29.79	.91

and low groups, the group medians and the overall median obtained through initial analysis.

Group means for each of the FIRO-B Inclusion groups on each of the Erwin scales are shown in Table 15.

The control group types were Democratic, Abdicratic, Autocratic, and Minicratic. Means for each of these groups on the Erwin scales are shown in Table 16. A high concentration of scorers in the low range was noted and is consistent with previous discoveries in research on female subjects. This is discussed in greater detail in chapter 5.

TABLE 14
MEDIAN OF MAFERR GROUPS ON ERWIN IDENTITY SCALES

MAFERR Group	N	Confidence	Sexual Identity	Conceptions about Body & Appearance	Total
High	190	91.30	66.00	58.12	215.10
Middle	45	86.12	62.00	53.75	202.75
Low	12	81.00	58.00	50.00	191.50
Total	247	90.00	64.94	57.33	212.00

Affection group types were Intimate, Solicitous, Expressive, and Distant. An opposite trend was noted on this dimension where the greatest concentration of scorers was in the high range, representing what Schutz has called "high interchange." Group means on the Erwin scales are shown in Table 17. The scoring pattern follows that of previous findings in FIRO-B research with female subjects.

TABLE 15

MEANS OF FIRO-B INCLUSION GROUPS ON
ERWIN IDENTITY SUBSCALES

FIRO-B Group	N	Confidence	Sexual Identity	Conceptions about Body & Appearance	Total EIS
Interpersonal	70	89.63	65.79	55.30	210.71
Recipient	55	86.73	64.53	55.91	207.20
Initiating	79	89.47	63.48	56.65	209.59
Impersonal	43	90.79	65.30	58.35	214.44
All Groups	247	89.13	64.69	56.40	210.22

TABLE 16

MEANS OF FIRO-B CONTROL GROUPS ON
ERWIN IDENTITY SUBSCALES

FIRO-B Group	N	Confidence	Sexual Identity	Conceptions about Body & Appearance	Total EIS
Democratic	23	90.57	65.83	55.65	210.04
Abdicratic	56	79.86	61.23	53.48	194.57
Autocratic	43	93.00	68.30	58.60	219.91
Minocratic	125	91.70	64.79	57.08	213.57
All Groups	247	89.13	64.69	56.40	210.22

TABLE 17

MEANS OF FIRO-B AFFECTION GROUPS ON
ERWIN IDENTITY SUBSCALES

FIRO-B Group	N	Confidence	Sexual Identity	Conceptions about Body & Appearance	Total EIS
Intimate	113	90.93	66.84	56.64	213.41
Sollicitous	78	87.44	63.28	55.33	206.05
Expressive	30	86.50	61.73	57.20	205.43
Distant	26	89.46	63.00	57.62	210.08
All Groups	247	89.13	64.69	56.40	210.22

Testing the HypothesesNull Hypothesis 1

There will be no significant difference among the medians on the Erwin Confidence scale for subjects scoring in the low, middle, and high ranges on the MAFERR Inventory of Feminine Values.

The results of the Median test of this hypothesis are shown in Table 18, which includes the numbers of persons in each group and, in parentheses, the percentage of each group in each category.

The chi-square value obtained with two degrees of freedom was 7.394 with $p = .025$, which is significant. It is evident from Table 18 that the high MAFERR group differed significantly from the middle and low groups. Fifty-five percent scored above the general median of the sample, while 34 percent and 33 percent of the middle and low groups, respectively, scored above the median.

TABLE 18

CONTINGENCY TABLE FOR MAFERR GROUPS

Group		Scoring Below Median	Scoring Above Median	Total
High	(Self-Oriented)	86.0 (45)	104.0 (55)	190
Middle	(Balanced)	29.5 (66)	15.5 (34)	45
Low	(Other-Oriented)	8.0 (67)	4.0 (33)	12
Total		123.5	123.5	247

Null Hypothesis 2

There will be no significant difference among the medians on the Erwin Identity Sexual Identity sub-scale for subjects scoring in the low, middle, and high ranges on the MAFERR Inventory of Feminine Values.

The results of the Median test for this hypothesis are shown in Table 19.

TABLE 19

CONTINGENCY TABLE FOR MAFERR GROUPS ON
EIS SEXUAL IDENTITY SUBSCALE

Group	Scoring Below Median	Scoring Above Median	Total
High	87.0 (46)	103.0 (54)	190
Middle	29.0 (64)	16.0 (36)	45
Low	7.0 (58)	5.0 (42)	12
Total	123.0	124.0	247

A chi-square of 5.432 with two degrees of freedom was obtained with $p = .066$. This was not significant. Therefore, the null hypothesis was retained.

Null Hypothesis 3

There will be no significant difference among the medians on the Erwin Identity Conceptions about Body and Appearance subscale for subjects scoring in the low, middle, and high ranges on the MAFERR Inventory of Feminine Values.

The results of the Median test for hypothesis 3 are shown in Table 20.

TABLE 20
CONTINGENCY TABLE FOR MAFERR GROUPS ON EIS CONCEPTIONS
ABOUT BODY AND APPEARANCE SUBSCALE

Group	Scoring Below Median	Scoring Above Median	Total
High	90.0 (47)	100.0 (53)	190
Middle	26.0 (58)	19.0 (42)	45
Low	8.0 (67)	4.0 (33)	12
Total	124.0	123.0	247

The chi-square obtained with two degrees of freedom was 2.945 with $p = .224$, which was not significant. The null hypothesis was, therefore, retained.

Null Hypothesis 4

There will be no significant difference among the medians on the total Erwin Identity scale for subjects scoring in the low,

middle, and high ranges on the MAFERR Inventory of Feminine Values

Table 21 shows the results of the Median test for this hypothesis.

TABLE 21
CONTINGENCY TABLE FOR MAFERR GROUPS ON THE
TOTAL ERWIN IDENTITY SCALE

Group	Scoring Below Median	Scoring Above Median	Total
High	84.0 (44)	106.0 (56)	190
Middle	30.5 (68)	14.5 (32)	45
Low	9.0 (75)	3.0 (25)	12
Total	123.5	123.5	247

The chi-square value obtained in this analysis was 11.236 with two degrees of freedom with $p = .004$. This is significant at the .05 level. Therefore, the hypothesis was rejected.

Although differences between groups did not reach significance on Sexual Identity and Conceptions about Body and Appearance, the scoring patterns were similar to those on Confidence and the entire Identity scale, with more than 50 percent of the high MAFERR group above the sample median and substantially more than half the middle and lower groups below the sample median.

Null Hypothesis 5

There will be no significant difference between the mean scores on the Erwin Identity Confidence sub-scale, for subjects scoring in the Interpersonal (interdependent), Recipient, Initiating,

and Impersonal groups on the FIRO-B Inclusion sub-scale.

Analysis of variance revealed no significant differences between groups on this dimension. This hypothesis was, therefore, retained. Table 22 presents the results of the ANOVA.

TABLE 22
ANOVA OF MEAN SCORES OF FIRO-B INCLUSION GROUPS ON
THE ERWIN IDENTITY CONFIDENCE SUBSCALE

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Ratio	P
Group effect	462.55	3	154.18	.70	.56
Error	53,796.04	243	221.38		
Total	54,258.59	246			

Null Hypothesis 6

There will be no significant difference between the mean scores on the Erwin Identity Sexual Identity subscale, for subjects in the Interpersonal, Recipient, Initiating, and Impersonal groups on the FIRO-B Inclusion sub-scale.

Again, there were no significant differences between the groups and the hypothesis was retained. Table 23 shows the analysis of variance results.

Null Hypothesis 7

There will be no significant difference between mean scores on the Erwin Identity conceptions about Body and Appearance sub-scale for subjects scoring in the Interpersonal, Recipient, Initiating, and Impersonal groups on the FIRO-B Inclusion sub-scale.

TABLE 23

ANOVA OF MEAN SCORES OF FIRO-B INCLUSION GROUPS
ON THE EIS SEXUAL IDENTITY SUBSCALE

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Ratio	P
Group effect	216.51	3	72.17	.63	.60
Error	27,904.10	243	114.83		
Total	28,120.61	246			

Significant differences were not apparent on this third dimension of the Erwin Identity scale. The null hypothesis was retained. The results of analysis of variance are in Table 24.

TABLE 24

ANOVA OF MEAN SCORES OF FIRO-B INCLUSION GROUPS ON THE
EIS CONCEPTIONS ABOUT BODY AND APPEARANCE SUBSCALE

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Ratio	P
Group effect	266.03	3	88.68	.96	.41
Error	22,491.09	243	92.56		
Total	22,757.12	246			

Null Hypothesis 8

There will be no significant difference between mean scores on the total Erwin Identity scale for subjects scoring in the Interpersonal, Recipient, Initiating, and Impersonal groups on the FIRO-B Inclusion sub-scale. This hypothesis was also retained. Table 25 shows the ANOVA for the test of this hypothesis.

TABLE 25

ANOVA OF MEAN SCORES OF FIRO-B INCLUSION GROUPS
ON THE TOTAL ERWIN IDENTITY SCALE

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Ratio	P
Group effect	1,316.02	3	438.67	.49	.69
Error	216,958.73	243	892.83		
Total	218,274.75	246			

Null Hypothesis 9

There will be no significant difference between mean scores on the Erwin Identity Confidence sub-scale for subjects scoring in the Democratic, Abdicratic, Autocratic, and Minicratic groups on the FIRO-B Control sub-scale.

Analysis of variance yielded a significant F-ratio of 10.70 with $p = .0005$. The null hypothesis was therefore rejected. The ANOVA results are shown in Table 26.

TABLE 26

ANOVA OF MEAN SCORES OF FIRO-B CONTROL GROUPS
ON THE EIS CONFIDENCE SUBSCALE

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Ratio	P
Group effect	6,329.63	3	2,109.88	10.70	.0005
Error	47,928.96	243	197.24		
Total	54,258.59	246			

Because of a relatively unequal distribution of cases within the groups (23, 56, 43, and 125, respectively), it was decided to use the Scheffé' test to compare pairs of means. The Newman-Keuls test was developed for comparisons where there are equal group frequencies. It can also be adjusted for effective use where frequencies are slightly unequal. Where differences are more extreme, the Scheffé' is preferred. It is not seriously affected by violations of the assumptions of normality and homogeneity of variance. Because the Scheffé' test is very stringent, the choice is left with the investigator to employ a less rigorous significance level; for example, a .10 level may be used instead of a .05 level (Ferguson, 1959, p. 309). The .10 level was adopted for testing here. The formula for obtaining the critical values to compare \bar{X}_i and \bar{X}_j (a pair of means)

$$= \sqrt{(K-1) \times F \times \text{Mean Square Error} \times \left(\frac{1}{n_i} + \frac{1}{n_j}\right)}.$$

The number of groups is represented by K, while F equals the critical value of F at the .10 alpha level. The mean square error is obtained from the ANOVA table, and the groups are designated by "i" and "j" in the formula.

In the case of the Control groups, this is represented by

$$\sqrt{6.30 \times 197.2385 \times \left(\frac{1}{n_i} + \frac{1}{n_j}\right)} = 35.25 \times \sqrt{\frac{1}{n_i} + \frac{1}{n_j}}.$$

Calculations are corrected to two decimal places in Table 27 which shows the results of group comparisons for each of the four Control groups on the FIRO-B. An asterisk (*) is used to show the difference which reached or exceeded the significance level.

TABLE 27

SCHEFFE TEST TO COMPARE FIRO-B CONTROL GROUP
MEANS ON CONFIDENCE

Groups	Types	$\sqrt{\frac{1}{n_i} + \frac{1}{n_j}}$	Critical Value	Actual Difference
1 & 2	Democ. & Abdi.	.25	8.73	10.71*
1 & 3	Democ. & Autoc.	.26	9.11	2.43
1 & 4	Democ. & Minoc.	.23	8.00	1.13
2 & 3	Abdic. & Autoc.	.20	7.15	13.14*
2 & 4	Abdic. & Minoc.	.16	5.67	11.84*
3 & 4	Autoc. & Minoc.	.18	6.23	1.30

It is evident from Table 16 (p. 112) that the mean of Group 2 (Abdicratic) is lower than each of the other means. The results of the Scheffe' showed that it was significantly lower than the other means. However, the other means were not significantly different from one another. This confirms the obvious, that those who tended to want to be controlled were much lower in confidence.

Null Hypothesis 10

There will be no significant difference between mean scores on the Erwin Identity Sexual Identity sub-scale for subjects scoring in the Democratic, Abdicratic, Autocratic, and Minicratic groups on the FIRO-B Control sub-scale.

The F-ratio obtained in analysis of variance was 3.80 with $p = .01$, indicating that there was a significant difference. Hypothesis 10 was, therefore, rejected. The results of the analysis are shown in Table 28.

Critical values of each pair of means on this dimension are equal to

$$\sqrt{6.30 \times 110.5307 \times \left(\frac{1}{n_i} + \frac{1}{n_j}\right)} = 26.39 \times \sqrt{\frac{1}{n_i} + \frac{1}{n_j}}.$$

Table 29 shows the results of the Scheffé test.

In this case, the mean of Group 3 (Autocratic) was higher than the mean of the other groups (see p. 112). However, Table 29

TABLE 28

ANOVA OF MEAN SCORES OF FIRO-B CONTROL GROUPS
ON THE EIS SEXUAL IDENTITY SUBSCALE

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Ratio	P
Group effect	1,261.67	3	420.56	3.80	.01
Error	26,120.62	243	110.53		
Total	28,120.62	246			

TABLE 29

SCHEFFE TEST TO COMPARE FIRO-B CONTROL GROUP
MEANS ON SEXUAL IDENTITY

Groups	Types	$\sqrt{\frac{1}{n_i} + \frac{1}{n_j}}$	Critical Value	Actual Difference
1 & 2	Democ. & Abdic.	.25	6.54	4.59
1 & 3	Democ. & Autoc.	.26	6.82	2.48
1 & 4	Democ. & Minoc.	.23	5.99	1.03
2 & 3	Abdic. & Autoc.	.20	5.35	7.07*
2 & 4	Abdic. & Minoc.	.16	4.24	3.56
3 & 4	Autoc. & Minoc.	.18	4.67	3.51

indicates that the difference was only significant between Group 3 (Autocratic) and Group 2 (Abdicratic). All other pairs of group means were not significantly different from one another. The results indicate that those higher in sexual identity tend to exercise control more readily.

Null Hypothesis 11

There will be no significant difference between mean scores on the Erwin Identity Conceptions about Body and Appearance subscale for subjects in the Democratic, Abdicratic, Autocratic, and Mini-cratic groups on the FIRO-B Control sub-scale.

Analysis of variance resulted in an F-ratio of 2.78 with $p = .04$ which was significant, bearing in mind that the alpha level for all tests was set at .05. The null hypothesis was therefore rejected. Table 30 shows the ANOVA, while Table 31 determines where the significance exists as measured by the Scheffé' test.

TABLE 30

ANOVA OF MEAN SCORES OF FIRO-B CONTROL GROUPS ON THE CONCEPTIONS ABOUT BODY AND APPEARANCE SUBSCALE

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Ratio	P
Group effect	756.44	3	252.15	2.78	.04
Error	22,000.69	243	90.54		
Total	22,757.13	246			

The critical values to compare pairs of means is

$$\sqrt{6.30 \times 90.5377 \times \frac{1}{n_i} + \frac{1}{n_j}} = 23.8828 \times \sqrt{\frac{1}{n_i} + \frac{1}{n_j}}.$$

Note in Table 15, p. 112, that the mean of Group 3 is higher than those of the other groups. Table 31 shows that the difference reached the level of significance in the comparison of the Autocratic and Abdicratic group means. Other group mean comparisons showed none of the other groups was significantly different from another. As in the case of sexual identity, it appears that positive Conceptions about Body and Appearance are linked to a tendency to exercise control.

TABLE 31

SCHEFFE TEST TO COMPARE FIRO-B CONTROL GROUP MEANS
ON CONCEPTIONS ABOUT BODY AND APPEARANCE

Groups	Types	$\sqrt{\frac{1}{n_i} + \frac{1}{n_j}}$	Critical Value	Actual Difference
1 & 2	Democ. & Abdic.	.25	5.92	2.17
1 & 3	Democ. & Autoc.	.26	6.17	2.95
1 & 4	Democ. & Minoc.	.23	5.42	1.43
2 & 3	Abdic. & Autoc.	.20	4.84	5.12*
2 & 4	Abdic. & Minoc.	.16	3.84	3.60
3 & 4	Autoc. & Minoc.	.18	4.22	1.52

Null Hypothesis 12

There will be no significant difference between mean scores on the total Erwin Identity Scale for subjects in the Democratic, Abdicratic, Autocratic, and Minicratic groups on the FIRO-B Control sub-scale.

Analysis of variance yielded an F-ratio of 7.82 with $p = .0001$ which was highly significant. The hypothesis was therefore rejected. Tables 32 and 33 show the results of analysis and the Scheffe test of significance.

Critical values to compare pairs of means on this dimension are obtained from

$$\sqrt{6.30 \times 819.1315 \left(\frac{1}{n_i} + \frac{1}{n_j} \right)} = 71.8368 \times \sqrt{\frac{1}{n_i} + \frac{1}{n_j}}.$$

On the total Erwin Scale, the mean of Group 2 (Abdicratic) was lower than all others (see p. 112). Table 33 indicates that both Groups 3 and 4 had means which were significantly greater than

TABLE 32
ANOVA OF MEAN SCORES OF FIRO-B GROUPS ON
THE TOTAL EIS SCALE

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Ratio	P
Group effect	19,225.78	3	6,408.59	7.82	.0001
Error	199,048.97	243	819.13		
Total	218,274.75	246			

Group 2. The other pairs of means were not significantly different from one another. It appears, then, that overall, higher identity scores are associated with control behavior which may be either initiating or minimal on both expressed and wanted dimensions.

TABLE 33

SCHEFFE TEST TO COMPARE FIRO-B CONTROL GROUP
MEANS ON THE TOTAL EIS SCALE

Groups	Types	$\sqrt{\frac{1}{n_i} + \frac{1}{n_j}}$	Critical Value	Actual Difference
1 & 2	Democ. & Abdic.	.25	17.79	17.47
1 & 3	Democ. & Autoc.	.26	18.56	7.86
1 & 4	Democ. & Minoc.	.23	16.30	1.52
2 & 3	Abdic. & Autoc.	.20	14.57	25.34*
2 & 4	Abdic. & Minoc.	.16	11.55	19.00*
3 & 4	Autoc. & Minoc.	.18	12.70	6.34

Null Hypothesis 13

There will be no significant difference between the mean scores on the Erwin Identity Confidence sub-scale for subjects scoring in the Intimate (interdependent), Solicitous, Expressive, and Distant groups on the FIRO-B Affection sub-scale.

A significant F-ratio was not obtained on these dimensions, as noted in Table 34. The hypothesis was therefore retained. Specific results of the analysis of variance are shown in Table 34.

TABLE 34

ANOVA OF MEAN SCORES OF FIRO-B AFFECTION GROUPS ON
THE ERWIN IDENTITY CONFIDENCE SUBSCALE

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Ratio	P
Group effect	800.02	3	266.67	1.21	.31
Error	53,458.57	243	219.99		
Total	54,258.59	246			

Null Hypothesis 14

There will be no significant difference between the mean scores on the Erwin Identity Sexual Identity sub-scale for subjects scoring in the Intimate, Solicitous, Expressive, and Distant groups on the FIRO-B Affection sub-scale.

Analysis of variance resulted in an obtained F-ratio of 3.03 with $p = .03$, indicating a significant difference. The Scheffé and Newman-Keuls tests failed to indicate a difference reaching the critical value necessary to be considered significant. A subsequent t-test for independent means did reveal a significant difference. The hypothesis was therefore rejected.

Results of analysis of variance and a Scheffé test for significance are shown in Tables 35 and 36.

TABLE 35

ANOVA OF MEAN SCORES OF FIRO-B AFFECTION GROUPS ON
THE ERWIN IDENTITY SEXUAL IDENTITY SUBSCALE

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Ratio	P
Group effect	1,013.82	3	337.94	3.30	.03
Error	27,106.79	243	111.55		
Total	28,120.61	246			

The critical value to compare means is

$$\sqrt{6.30 \times 111.5506 \times \frac{1}{n_i} + \frac{1}{n_j}} = 26.51 \times \sqrt{\frac{1}{n_i} + \frac{1}{n_j}}$$

Because of the unexpected failure of the Scheffé test to

reveal significant differences, following the significant F-ratio a further comparison was undertaken. Each pair of group means was compared by the t-test for independent means using the Error Mean Square of 111.55 from Table 35. The results of these tests, shown in Table 35. The results of these tests, shown in Table 37, indicated significant differences in Sexual Identity scores between the Intimate group and both the Solicitous and the Expressive. The difference was also marked when the Intimate were compared with the Distant, although it did not reach significance.

TABLE 36
SCHEFFE TEST TO COMPARE FIRO-B AFFECTION GROUP
MEANS ON THE EIS SEXUAL IDENTITY SUBSCALE

Groups	Types	$\sqrt{\frac{1}{n_i} + \frac{1}{n_j}}$	Critical Value	Actual Difference
1 & 2	Intim. & Solic.	.15	3.90	3.56
1 & 3	Intim. & Express.	.21	5.43	5.11
1 & 4	Intim. & Distant	.22	5.78	3.84
2 & 3	Solic. & Express.	.22	5.70	1.55
2 & 4	Solic. & Distant	.11	3.00	0.28
3 & 4	Express. & Dist.	.27	7.10	1.27

This was, in fact, the one dimension of the FIRO-B in which the interdependent group (described as Intimate on the Affection scale), scored significantly higher than other groups. The results suggest that an evolved, or clearer, gender identity in the women of this study was also consistent with an emotional balance in the area of affection.

TABLE 37

t-TESTS TO COMPARE FIRO-B AFFECTION GROUP MEANS
ON THE EIS SEXUAL IDENTITY SUBSCALE

Groups	Types	Absolute Difference	t	Critical t
1 & 2	Intim. & Solic.	3.56	2.29*	1.97
1 & 3	Intim. & Express.	5.11	2.36*	1.97
1 & 4	Intim. & Distant	3.84	1.67	1.97
2 & 3	Solic. & Express.	1.55	0.68	1.97
2 & 4	Solic. & Distant	0.28	0.23	1.97
3 & 4	Express. & Dist.	1.27	0.45	1.97

Null Hypothesis 15

There will be no significant difference between the mean scores on the Erwin Identity Conceptions about Body and Appearance sub-scale, for subjects scoring in the Intimate, Solicitous, Expressive, and Distant groups on the FIRO-B Affection sub-scale.

Analysis of variance to test this hypothesis resulted in an F-ratio of .55 with $p = .65$, which is not significant. This hypothesis, too, was retained. The results are shown in Table 38.

TABLE 38

ANOVA OF MEAN SCORES OF FIRO-B AFFECTION GROUPS ON THE
EIS CONCEPTIONS ABOUT BODY AND APPEARANCE SUBSCALE

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Ratio	P
Group effect	152.71	3	50.90	.55	.65
Error	22,604.41	243	93.02		
Total	22,757.12				

Null Hypothesis 16

There will be no significant difference between the mean scores on the total Erwin Identity Scale, for subjects scoring in the Intimate, Solicitous, Expressive, and Distant groups on the FIRO-B Affection sub-scale.

The F-ratio obtained through analysis of variance was 1.52 with $p = .21$. The hypothesis was therefore retained. Table 39 shows the analysis of variance results.

TABLE 39
ANOVA OF MEAN SCORES OF FIRO-B AFFECTION GROUPS ON
THE TOTAL ERWIN IDENTITY SCALE

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Ratio	P
Group effect	4,024.47	3	1,341.49	1.52	.21
Error	214,250.28	243	881.69		
Total	218,274.75	246			

Null Hypothesis 17

There will be no significant difference between the mean scores on the Erwin Identity Confidence sub-scale for subjects attending institutions with all-female populations and those attending coeducational institutions.

This was one of a series of four hypotheses, each of which was tested by the t-test for means of independent samples. The results of these tests are shown in Table 39. A t-value of .72 was obtained with $p = .47$. It was, therefore, not significant at

the .05 level established for rejection of the null hypothesis. Hypothesis 17 was therefore retained.

Null Hypothesis 18

There will be no significant difference between mean scores on the Erwin Identity Sexual Identity sub-scale for subjects attending institutions with all-female populations and those attending coeducational institutions.

Statistical analysis yielded a t-value of .63 with $p = .53$. This was not significant. The hypothesis was therefore retained.

Null Hypothesis 19

There will be no significant difference between the mean scores on the Erwin Identity Conceptions about Body and Appearance sub-scale for subjects attending institutions with all-female populations and those attending coeducational institutions.

A t-value of $-.08$ with $p = .94$ was obtained. The null hypothesis was therefore retained.

Null Hypothesis 20

There will be no significant difference between the mean scores on the total Erwin Identity Scale for subjects attending institutions with all-female populations and those attending coeducational institutions. . . .

Again, the t-value obtained was not significant. A comparison of group means yielded a t-value of .56 with $p = .58$. The null hypothesis was retained.

The suggested importance of same-sex peer relationships to shaping identity (Morgan, 1982, pp. 209-10) could not be demonstrated by group performance on the Erwin Identity Scale. As none of the null hypotheses related to school types was rejected, there was no evidence of significant difference between the females from all-female groups and females from coeducational groups on any of the Erwin scales.

Hypotheses were not formulated for other comparisons of school types. However, the means on a number of relevant variables were compared as a matter of interest. Table 40 presents the data on these comparisons. A significant difference between schools was found on the MAFERR, which was the instrument used to measure the independent variable of feminine values.

TABLE 40
COMPARISON OF SCHOOL TYPES BY MEANS

Variable	All-Female	Coeducational	t	P
Year in school	2.91	1.29	14.78	.0005**
Age	19.93	18.65	7.51	.0005**
Confidence	90.18	88.69	0.72	.472 n.s.
Sexual Identity	65.35	64.41	.63	.527 n.s.
Conceptions about Body & Appearance	56.32	56.43	-.08	.939 n.s.
Total (EIS)	211.85	209.53	.56	.575 n.s.
MAFERR	118.99	114.41	2.81	.005**

A comparison of school types on the MAFERR Inventory of Feminine Values yielded a t-value of 2.81 with $p = .005$. A possible relation between this significant difference and significant

differences in age and year in school are discussed in greater detail in the chapter summary and in chapter 5.

Intercorrelations between
major variables tested

It was decided to study intercorrelations among major variables because it was observed that the mean scores on each EIS scale increased with the level of scores of the MAFERR groups. Variations in the scoring patterns for the FIRO-B groups made it difficult to draw conclusions. The intercorrelations among scores on the three instruments and their sub-scales are shown in Table 41.

Correlations which were significant at the .05 alpha level are indicated by asterisks. Intercorrelations were found to exist between the three Erwin Identity sub-scales and the total instrument. Positive correlations of .91, .82, and .79 were obtained between the dimensions of Confidence, Sexual Identity, and Conceptions about Body and Appearance, respectively, and the total scale. (This would be expected.)

There were significant, but only modest, positive correlations between scores on the MAFERR and the Erwin Identity dimensions of Confidence and Conceptions about Body and Appearance, as well as the total EIS. These were .270, .282, and .284, respectively.

The most distinctive pattern that emerged on the FIRO-B variables was the consistent negative correlations between the dimension of Wanted Control and each of the scales of EIS and MAFERR. As might be expected, the strongest negative correlation occurred between Wanted Control and Confidence. That is, the greater the desire to be controlled the lower was the level of Confidence as indicated by scores on these measures.

As Table 41 indicates, the Wanted Control dimension produced negative correlations of $-.39$ with the EIS Confidence sub-scale, $-.19$ with the EIS Sexual Identity sub-scale, $-.27$ with the EIS Conceptions about Body and Appearance sub-scale, $-.35$ with the total EIS scale, and $-.36$ with the MAFERR Inventory of Feminine Values. All were significant at the $.05$ alpha level.

It is evident that those who abdicate control to others tend to be less confident, less developed in other areas of identity resolution.

The only significant correlations between the MAFERR and FIRO-B were also on the Control variable. A modest positive correlation of $.157$ was obtained between the MAFERR and Expressed Control and a negative correlation of $-.357$ between the MAFERR and Wanted Control.

Summary

The study set out to determine whether or not identity could be positively related to the relational concept of interdependence or a balance between autonomous and affiliative orientations, in females. More specifically, it set out to determine whether interdependence could be even more relevant to feminine identity development than an autonomous, self-achieving orientation.

In terms of values, the results showed that the more self-achieving the woman, the more likely she was to have achieved a higher degree of identity resolution. In terms of dyadic and group relations, women's assessments of their behaviors did not show any marked distinction between groups on identity resolution except in

TABLE 41
INTERCORRELATIONS FOR ALL MAJOR VARIABLES

	EISC	EISSI	EISCBA	EIST	MAFERR	FIRO-B EX.INC.	FIRO-B EX.CON.	FIRO-B EX.AF.	FIRO-B W.INC.	FIRO-B W.CON.	FIRO-B W.AFF.
EIS Confidence		.598	.593	.905	.270	-.008	.103	.069	-.032	-.385	.038
EIS Sexual Identity	.598*		.489	.815	.164	-.004	.123	.110	.035	-.187	.132
EIS Conceptions about Body & Appearance	.593*	.489*		.794	.282	-.121	.069	.067	-.055	-.271	.023
EIS Total	.905*	.815*	.794*		.284	-.044	.117	.096	-.021	-.346	.074
MAFERR	.270*	.164	.282*	.284*		-.040	.157	.067	-.029	-.357	.020
FIRO-B Expressed Incl.	-.008	-.004	-.121	-.044	-.040		.120	.393	.502	.128	.301
FIRO-B Expressed Cont.	.103	.123	.068	.117	.157*	.121		.165	.242	.074	.134
FIRO-B Expressed Affec.	.069	.110	.067	.096	.067	.393*	.165*		.444	.037	.600
FIRO-B Wanted Inclusion	-.032	.035	-.055	-.021	-.029	.502*	.242*	.444*		.181	.506
FIRO-B Wanted Control	-.385*	-.187*	-.271*	-.346*	-.357*	.128*	.074	.037	.181*		.095
FIRO-B Wanted Affection	.038	.132*	.023	.074	.020	.301*	.134*	.600*	.506*	.095	

* Significant at the .05 level

the areas of control and affection. In the control area, the distinction was marked only when comparison was made between those who tended to exercise control more freely and those who tended to want to relinquish control to others. In the affection area, the interdependent group showed significantly higher sexual identity, but there was no significant difference on Identity development as a whole.

Twenty null hypotheses were tested. Of these, seven were rejected and 13 retained. A discussion of the results of this research is contained in chapter 5.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This study set out to determine whether or not feminine identity development could be positively related to the relational concept of interdependence. Interdependence was conceived by Chickering (1969) as a balance between independent or autonomous orientations and mature interpersonal orientations. That is, persons who are truly interdependent are able to maintain a balance between a desire for self-achievement and the desire to maintain interpersonal relationships which are mutually fulfilling to self and to others. Gilligan (1982b) conceived of interdependence as a dynamic form of relationship between self and others which increases a woman's awareness of a need to act responsively both to self and others.

The study sought to find empirical support for theoretical perspectives that challenge a single, sequential pathway to identity development as a model for women. Further, it sought to explore feminist theory that relationships are justifiably vital to a female's self-definition and that these are only negatively symptomatic when characterized by unhealthy dependence or reliance upon others for what one can accomplish for oneself (Bardwick, 1971).

The study, therefore, attempted to discover whether interdependence would be more relevant to feminine identity development

than either an autonomous (independent), self-achieving orientation or a more dependent orientation that relies on others for fulfillment.

The 247 respondents were divided into three groups (high, middle, and low) from scores obtained on the MAFERR Inventory of Feminine Values. They were divided into four groups from scores obtained on the FIRO-B inventory. On the MAFERR, the group whose scores were in the middle range was designated as interdependent. For reasons explained in chapter 4, the group maintaining balanced relational involvement indicated by moderate to high scores on both expressed and wanted behaviors were designated as interdependent.

Results

Group Comparisons

The clearest pattern was found in the comparison of the MAFERR groups. It might have been anticipated that with the ideal relational context of interdependence there would be an increase in identity scores the closer the middle-range scorers approached the mid-point of the "interdependent" or "balanced" range of scores on the MAFERR Inventory of Feminine Values. The relationship would, therefore, be curvilinear, as illustrated in Figure 4.

What actually occurred is illustrated in Figure 5. Data indicated a linear relationship with women approaching the autonomous or self-achieving end of the continuum (indicated by higher scores on the MAFERR) also achieving higher scores on the Identity scales. This would correspond with established concepts of identity development as an increasing awareness of self as a separate and distinct entity with unique attributes (Wilkerson, Protinsky, Maxwell, & Lentner, 1982, p. 33).

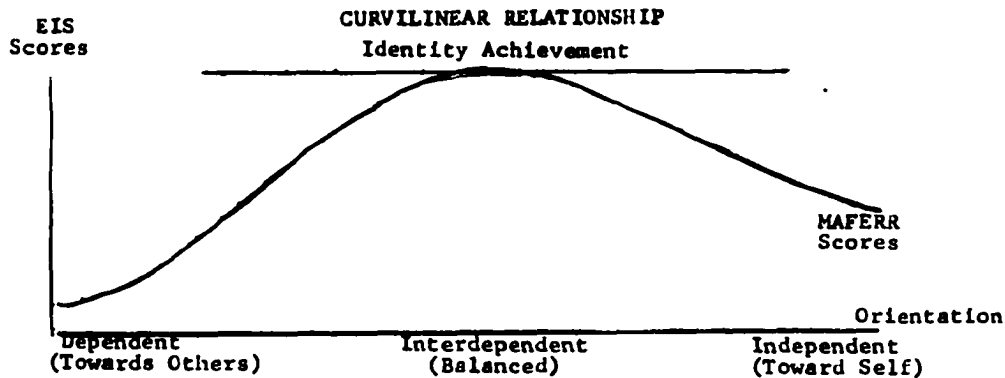


Fig. 4. An illustration of how a curvilinear relationship between MAFERR Inventory and Erwin Identity scores might appear.

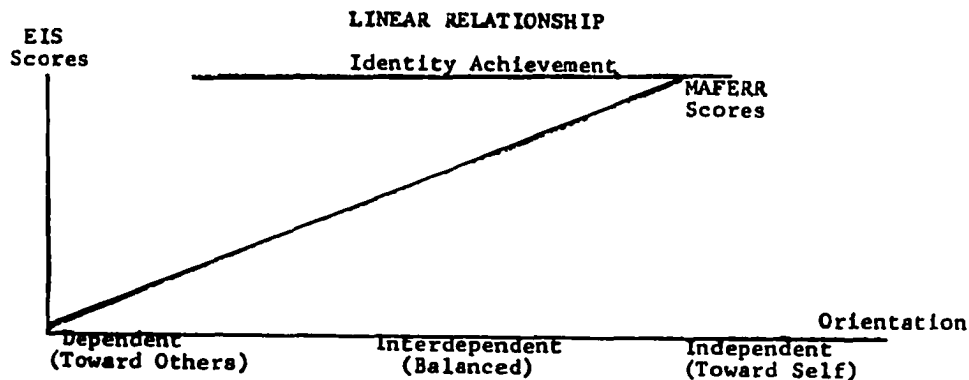


Fig. 5. An illustration of the actual relationship indicated by analysis of obtained data.

The FIRO-B measures relationships from a different perspective from the MAFERR. While the MAFERR is limited to the self-other dimension of a relationship, the FIRO-B attempts to measure the other-self dimension as well. Consequently, in this study, there was a slight shift in the interpretation of a relational balance or interdependence with the FIRO-B. That is, instead of a mid-point on a self-other continuum, interdependence on the FIRO-B was represented by equal proportions of self-other interchange at average to high intensity.

Three other groups established for comparison were:

1. Those who were more inclined to express certain behaviors than they were to want those behaviors from others.
2. Those who were more inclined to want certain behaviors from others than they were to express those behaviors themselves.
3. Those who were balanced but low on expressed and wanted behaviors. That is, they were equally low in the desire to express and the desire to receive certain behaviors.

The last category was made separate from the other balanced category representing interdependence because it seemed to indicate that these persons preferred to remain minimally involved in interpersonal relationships. That is, they seemed to be introverts. Since this appeared to contradict the theory that women place a high priority on relationships, it seemed inappropriate to place this group with the other balanced but higher interacting groups. In many instances, however, the last group had mean scores which closely resembled, and often exceeded, the balanced but higher intensity status of interdependence.

The group achieving interpersonal balance or interdependence was significantly different from other groups only in the area of affection where the Intimate group scored significantly higher on sexual identity. Here, the group mean of $\bar{x} = 66.84$ for those in the Intimate category was significantly higher than that of the Solicitous (those wanting more affection than they express) which was $\bar{x} = 63.28$, and significantly higher than that of the Expressive group (those expressing more affection than they desired) which was $\bar{x} = 61.73$. Although the Intimate group scored higher on all

identity scales, there was not a statistically significant difference on any of the other scales.

The implications of this finding are not immediately apparent. The result does suggest that an interdependent orientation is compatible with higher identity achievement, at least in the area of gender identity.

The only other place where any group was significantly different statistically was on the dimension of Control, where a group mean of $\bar{x} = 93.0$ on Confidence for the Autocratic (those higher on expressed behavior) was significantly higher than the mean $\bar{x} = 79.86$ obtained for the Abdicratic (those higher on receiving or wanted behavior). In this instance, the other two groups were also significantly higher than the Abdicrats with means of $\bar{x} = 91.70$ (Minicratic) and $\bar{x} = 90.57$ (Democratic), respectively.

The difference between Democratic (balanced), Autocratic (initiating), and Minicratic (low expressive and recipient behaviors) was not significant. The group, therefore, that actually differed significantly from all others was the Abdicratic, or those whose desire to be controlled exceeded their desire to exercise control.

It was the latter group that also scored lower on Sexual Identity, although the only difference significant at the .05 level was between the Autocratic (more expressed than wanted control) and the Abdicratic. Similarly, it was the Abdicratic that scored lower than other groups on Conceptions about Body and Appearance and, consequently, lower on the total Erwin scale.

Schutz described the Abdicrat as one who consciously wants people to relieve him or her of his or her own obligations; the

kind of person who is a follower; the person who feels incapable of responsible adult behavior; and one who feels incompetent and irresponsible (1966, p. 29).

At least some of these descriptors bear a strong resemblance to those used to define dependency (see p. 11).

It is of interest to note that the one FIRO-B scale which has shown marked gender difference in previous research (Babladelis, 1978, Burton & Goggin, 1985, and Schutz, 1978) and an unusual distribution with this all-female population was also the only one which discriminated sufficiently to identify a consistent pattern of identity development across all Identity scales in at least one group type--the Abdicrat.

There was evidence to suggest that the Control scale is more gender-sensitive than either the Inclusion or Affection scales. Excessively low scores on expressed and wanted behaviors might indicate any of a number of things: for example, it may indicate that control is not as great an issue in female interpersonal relationships, that control may be considered threatening to a satisfying relationship, or that a woman's method of interpreting control is substantially different from the way control is measured and interpreted through the FIRO-B.

When institution types were compared, there were significant differences on the MAFERR Inventory only. Females from all-female institutions scored significantly higher than those in coeducational institutions. This indicates that women in the former group showed a value system tending to be more autonomous. However, students

in all-female institutions were also significantly older than in coeducational institutions. They were also at least one grade level higher.

It was not clear from the results whether the differences noted are due to the supportive environment provided by same-sex peer relations (Douvan, 1970, p. 35; Morgan, 1982, p. 210) or to maturation.

Score Patterns

The Erwin Identity Scale, validated on original samples of high school and college students (Erwin & Delworth, 1980), is a 59-item instrument. The range of scores for each sub-scale are 24-120 on Confidence, 19-90 on Sexual Identity, and 16-80 on Conceptions about Body and Appearance. Percentile rankings are based on norms established on 2,812 subjects (Erwin, 1977). Males and females were ranked together.

The mean score for the entire sample on the dimension of Confidence was 89.13 which is equivalent to an approximate percentile ranking of 56.7. The mean score for Sexual Identity was 64.69 which equates to a percentile ranking of approximately 61.0. The mean score for Conceptions about Body and Appearance was 56.40 or the equivalent of an approximate 63.0 percentile ranking.

Compared with the population norm, this sample was above average in terms of identity development. In fact, all groups scored above the expected mean score for each of the identity scales.

In terms of values, the sample closely resembled that of 500 women studied by Steinman (Steinman & Fox, 1979) between 1973

and 1976. The mean score for this sample was 115.78 compared with a reported mean score of +12.04 on Steinman's scale which is the equivalent of 114.40 on the scale used in this study. Seventy-seven percent in this study scored in the Self-oriented range compared with Steinman's 77 percent, 18 percent in the Balanced range compared with Steinman's 19 percent, and 5 percent Other-oriented compared with the earlier sample's 3 percent.

On the FIRO-B, the current sample obtained scores similar to those of Radcliffe freshmen tested by Schutz. The mean score on wanted Affection was 4.70 compared with 5.0 for the Radcliffe students, and for expressed Affection, 3.82 compared with 3.70. The preference for receiving behavior attributed to females (Schutz, 1978, p. 9) is evident in the scores of the current sample.

That preference indicated in scores recorded for Radcliffe freshmen (mean scores of 4.7 for wanted control and 2.9 for expressed control) was also evident in this study. The group mean for wanted control was 2.26 and for expressed control, 1.70. However, these also reflect much lower scores on the Control variable than the Radcliffe sample and more closely resembled the scores of Schutz's sample of 1,488 female high-school students whose mean score on wanted control was 3.1 and on expressed control, 1.9.

The trend for receiving behavior was reversed in the area of Inclusion. The mean score for the current sample was higher on expressed inclusion than on wanted inclusion. The means were 4.27 on expressed inclusion and 3.76 on wanted inclusion, while means obtained with Radcliffe freshmen were 4.6 on expressed inclusion and 5.4 on wanted inclusion.

Context of Findings

Several factors need to be considered before drawing conclusions about the results. Were the results influenced in significant ways by the type of population? How accurately were the constructs assessed? What were the strengths and weaknesses of the methodology used?

Population

Participants in this study were drawn from seven post-secondary institutions in three geographical locations in the United States. While appropriately representing the targeted age group in transition from late adolescence to early adulthood, the sample was unique in a number of respects, including type of subjects, family background, and type of institution from which subjects were drawn.

Sample Type

The sample consisted of 247 college females, aged 17 to 22 years of age. Thirty-eight percent of the subjects were 18 year-olds, and 58 percent were freshmen. One of the limitations noted in chapter 1 was the fact that non-college females were not included. This would limit generalizing findings to all late adolescent females who, according to Erikson (1968), would be coping with the developmental task of identity resolution. Further, this sample, not being representative of the total population, was more likely to produce scores which were not normally distributed. The fact that these young women were essentially preparing for careers might indicate

orientations already more inclined in the direction of autonomous, non-traditional life goals.

Parental Background

Demographic data contained in Table 6 (p. 98) indicate that the fathers of 46.56 percent of the participants were in professional, technical, and managerial positions and the mothers of 44.13 percent were in similar positions. In addition, the fathers of 10.93 percent were in clerical and sales occupations and the mothers of 17.81 percent were in similar positions.

This means that parents of more than half the participants were in white-collar occupations. While socioeconomic variables were not specifically measured, it is evident from the preceding data that participants came from relatively high socioeconomic status backgrounds and were representative of a predominantly middle class.

It was noted in chapter 2 that Bardwick (1971) found that traditional orientations in sex-role behaviors were breaking down among the middle class. This demise was strongly correlated with educational levels.

A more direct influence on the profiles of the females in this study was the career status of the parents. It was also noted in chapter 2 that Baruch (1976) concluded that how a girl looks upon femininity and competence is affected by her mother's self-image and values. Sanguiliano (1978) found increasing evidence that the father's role carries greater weight in the daughter's motivation for performance and mastery, but expected this to change as more mothers achieved occupational identities.

Both fathers and mothers of these subjects would appear to have achieved strong occupational identities. Furthermore, the presence of such a high percentage of mothers in professional, managerial, and technical positions would have a profound impact on the orientation of the daughters.

Sanguiliano (1978, p. 246) stated, "The woman who is actively participating and responsible in the home and in the world breaks the stereotype of what a woman is supposed to be."

Student Types by Institution

Four of the seven institutions from which the sample was drawn are private, fee-paying institutions affiliated with religious bodies. Spelman College in Atlanta was founded as a Baptist college. Andrews University and Oakwood College are Seventh-day Adventist institutions. St. Mary's is a Catholic college.

While the effect of strong religious influences might be expected to produce more traditional life-styles and viewpoints, this is not evident in the results. The influence may have been confounded by the largely professional milieu from which the participants came.

Spelman College, a Black female institution, and St. Mary's College, a White female institution, were the two schools used for comparison of the influence of gender on the social milieu of the participants. As pointed out earlier, a significant difference was found between the combined populations of these two schools and that of females in the co-educational institutions. The females from Spelman and St. Mary's achieved higher overall scores on the

MAFERR Inventory of Feminine Values, meaning that they were slightly more self-achieving or autonomous.

However, since they were also older and more likely to be sophomores or upperclassmen, one could not safely attribute the difference to the positive effects of same-sex peer relationships (Morgan, 1982).

Constructs

The two primary constructs addressed in this study are "identity" and "interdependence." Identity is defined by Erikson as a persistent sameness within oneself and a persistent sharing of some kind of essential character with others (Erikson, 1961, p. 102). The meaning of interdependence has been abstracted from its usage in literature, specifically that of Arthur Chickering (1969) and Carol Gilligan (1982b). Essentially, it is a balance between autonomous and mature interpersonal orientations which allows a person to act responsively to the self and to others.

Interpreting and Measuring the Identity Construct

Identity, as with other psychological constructs, is an abstraction. Researchers, at best, measure evidences of identity resolution based on their conceptions of the construct. For Erikson (1956, 1968) the basic meanings of identity were: (1) continuity of experience, (2) conscious sense of individual uniqueness, (3) criterion for the silent doings of ego synthesis, and (4) maintenance of an inner solidarity with a group's ideals and identity (pp. 57, 208).

Identity resolution has been determined by Erikson's four

statuses in Marcia's Identity Status Interview. These statuses of Identity Achievement, Moratorium, Foreclosure, and Identity Diffusion are determined by where a person is assessed to be in terms of commitment to occupation or ideology.

In the last decade, crisis/commitment issues have been extended, for females, to attitudes towards sex and social relationships (Marcia, 1976b), to inner space issues (Hopkins, 1977); and to interpersonal relationships established in friendship and dating (Thorbecke & Gortevant, 1982).

Erwin stated that identity, or the sense of self, has been a noteworthy but vague psychological concept for years. He has taken Chickering's perception of identity and developed an instrument used to collect data in the current study. It is Erwin who noted the difference in perceptions between Erikson, Marcia, and Chickering (1978, p. 22).

Measurable differences were apparent in a study by Erwin and Schmidt (1981) to establish convergent validity between the EIS and the Identity Achievement Scale (IAS) developed by Simmons (1973), an objective version of Marcia's concepts. The sample studied was a group of high-school students of both sexes. Moderate correlations of .46 and .29 were obtained between Erwin's Confidence and Sexual Identity subscales, respectively, and the IAS. The correlation between Conceptions about Body and Appearance and the IAS was a low .18.

Erwin and Schmidt concluded that the "complexity" of the identity construct was borne out because the EIS and IAS measure similar yet different conceptualizations of identity. Marcia

emphasized the importance of social roles in his concepts, and Chickering and Erwin interpreted identity to be a more basic notion of the self.

Erwin also suggested that the low correlation between the Identity Achievement Scale and Erwin's Conceptions about Body and Appearance indicates one area where Chickering's and Marcia's concepts do not overlap.

It is evident that the conceptions of identity vary considerably. This makes a comprehensive assessment of identity development in a single instrument almost impossible.

It was not necessary, in the current study, to measure the total spectrum of conceptions about identity. However, when comparisons are made with other constructs, it should be noted that the identity instrument measures only certain aspects of identity. Other aspects of identity development not captured by Erwin's instrument could relate in entirely new ways to the independent variables in this study.

Although the EIS appeared to address issues of identity in a more general, less sex-biased way, it lacked the precision of a status questionnaire. This was a disadvantage. If respondents could have been placed in precise status categories, it would have given a more exact picture of where persons were in the evolution of their identities.

A measure such as Erwin's scale only indicates how close a subject has come to a maximum score on identity development. It does not indicate a point at which a person may be considered Identity-achieved or not achieved.. It does not indicate, as

Marcia's Identity Status does, the reason why a person may not have reached Identity achievement, or whether they are moving in a positive way toward achievement (as in the case of Moratoriums) or a negative way (as in the case of Foreclosures, who accept an identity as theirs without going through the process of resolving conflict and synthesizing discordant elements into a new whole).

Interpreting and Measuring the Interdependence Construct

The difficulty of measuring a construct not yet established by consensus in psychological circles is obvious. This researcher's personal conceptualization was described earlier as an approximation of interdependence. The results of measurement must be viewed in that light. Clearly, interdependence is neither purely autonomy nor purely dependence. Its parameters, therefore, must be somewhere between the two.

Despite the inexactness with which they were measured by the MAFERR, interdependent values seemed to take second place to self-achieving or autonomous values when compared to higher identity scores. That means that the more autonomous woman appeared to be closer to the goal of identity achievement than the interdependent woman.

On the FIRO-B it was the balanced but less involved persons on the Inclusion scale that achieved the highest identity scores for Inclusion groups, and the balanced but less involved on the Control and Affection scales that achieved the second highest identity scores for Control and Affection groups. Interdependence

(conceived here as balanced but more involved) was associated with identity scores higher than other orientations only in the area of Affection.

The negative implications Schutz associates with the uninvolved person appeared to be contradicted in this study of identity development in females. This, and the unusual results obtained on the Control variable, appear to suggest another instance where instrumentation may not be measuring or interpreting women's psychological development adequately.

Should this be an invalid conclusion and the instrument was making a legitimate assessment, then the high identity scores achieved by the balanced but minimally involved persons may indicate something else about identity achievement. It could support Chickering's assertion that relationships become less symbiotic with maturity. He stated (1959, p. 15) that as a firm sense of identity is established, relationships shift toward greater trust, independence, and individuality. The support provided by existing relationships is more simple and strong.

As interpersonal relationships become easier, he said, the need to participate in group activities declines in favor of spending time with a few good friends. In late adolescence and early adulthood, increased maturity of interpersonal relationships involves increased "introversion," at least as that tendency is reflected by less need to be a "joiner" (p. 101).

It must be remembered that most of these comparisons in the current study are relative. In no case did differences among groups reach a level of statistical significance except with the

interdependent Affection group on one identity sub-scale, and the Abdicrat in the Control groups on all identity scales. On the Control variable, persons indicating control behavior in much the same way as dependent types are said to do were also significantly lower on identity scores.

Instrumentation

The chief complaint of feminist theorists about research on women is the absence of sound methodological practices (Marcia & Friedman, 1970). The methodology used here was no exception. However, the use of a less-than-adequate methodology was caused by an absence of instruments based on a sound psychology of women's development. Particularly in the area of identity, instruments addressing women's issues have been created by adding segments or appendages to instruments that have worked well for males (e.g., Marcia & Friedman, 1970; Thorbecke & Grotevant, 1982).

Erwin Identity Scale

The Erwin instrument is new and not as well established by frequent usage in research as the Identity Status interviews. However, it provided an efficient way to measure a relatively large population. Its general content areas avoided the controversial gender discrepancies associated with identity status issues. It has not as yet been labelled culturally bound in the manner reported by Erwin in reference to Marcia's identity statuses.

The allegation of culture bias came as a result of inconsistent results in at least two studies looking at identity achievement and self-esteem. Erwin (1978, pp. 20-21) noted that

females with identity achievement status had the lowest and the highest scores in self-esteem in two different studies (Marcia & Friedman, 1970; Schenkel & Marcia, 1972). The difference between the second study (where esteem scores increased) and the first study was that the content areas used to measure the identity statuses were changed to include questions on social relationships. Erwin concluded that the categorization of individuals as committed according to content areas may be culturally bound (p. 21).

MAFERR Inventory

The MAFERR Inventory of Feminine Values was chosen because of its sociological leanings. This study emphasizes context, and the connectedness of the female with significant others in her life. An instrument such as the MAFERR was to be preferred to a more psychologically oriented measurement tool such as the Bem Sex Role Inventory. However, serious revisions to the MAFERR resulting in increased reliability and validity would have enhanced the value of the findings.

FIRO-B Inventory

The results on this instrument with this sample verified its consistency as a measurement tool over the years. As an interpersonal measure, there are drawbacks with its usage in atypical populations such as those subjected to this study. A simpler instrument may have delineated more clearly the interpersonal orientation of this group of females.

Statistical Analysis

The severely skewed distributions obtained for the sample population caused revisions in the methodological approach planned. Originally, it was planned to use only multivariate analyses, but because the scores were not normally distributed, this was not possible. The decision to use nonparametric methods to analyze the data on the MAFERR and to use the parametric method of one-way Analysis of variance for the FIRO-B produced relatively satisfactory results.

Implications and Conclusions

There was never an intent to imply causal relationships in this study. Rather, the research attempted to look at contexts, examining the levels of compatibility between moderately related variables.

The following implications of findings are noted:

1. The inference of a higher level of compatibility between autonomous self-achieving values as measured on the MAFERR is that autonomy is as legitimate a path to personal development for the female as it is for the male. This conclusion, however, must be tempered by two factors:

- (a) The population of this study was very autonomous and unique (being all college females) and is not representative of the adolescent population at large.

- (b) The possibility of other orientations, even though less strongly linked to the evolved identity, does exist. This is evident in reasonably high scores on identity produced by groups demonstrating stronger interpersonal inclinations.

2. A variety of interpersonal styles, as measured on the FIRO-B, may be compatible with positive identity development.

3. Low levels of interchange (low scores on expressed and wanted behaviors) given negative psychological connotations by Schutz (1978), pp. 13-14) did not carry the same negative attributes when viewed in relation to identity scores. The Control variable has resulted in consistently low scores among females for a sufficiently long period of time to suggest that these do not connote deviance, only a difference in the perception of control by females.

Schutz (1966, p. 23) perceived this variable as not requiring prominence. That is, a person need not be visually prominent to exercise control. Nevertheless, in terms of a position in a relationship, there is an implied hierarchy in the exercise of control. Gilligan (1982b, p. 62) says that women have a "nonhierarchical vision of human connection."

Recommendations

This study touches aspects of feminine development that need to be explored more deeply. On this basis, the following recommendations are made:

1. The study needs to be replicated with a more diverse and representative population.

2. Concepts of identity and interdependence need to be refined.

3. Concerted efforts must be made to develop a comprehensive instrument to measure identity, based on sound psychological theories of women's development, and on what women know instinctively about themselves.

A P P E N D I C E S

APPENDIX A

SAMPLE LETTERS AND DOCUMENTS

P.O. Box 92
Berrien Springs, MI 49103
July 8, 1984

Chairman
Department
University/College

Dear

This is pursuant to our recent telephone conversation. Thank you for the courtesy you extended in approving my initial request. I did promise to forward a letter explaining, in greater detail, what I am attempting to do.

As a doctoral student of Andrews University, I am currently proposing to examine the psychosocial factors involved in identity development in females. Research on existing theories of identity have raised new challenges to their applicability to females. Social scientists have been emphasizing recently the significance of psychosocial factors in women's development.

My research has resulted in a dissertation proposal which attempts to investigate the relationship of the psychosocial factors of feminine values (traditional and non-traditional or liberal), and interpersonal orientation, to the evolution of the female identity. I wish to draw samples from diverse college settings.

To compensate for lack of randomization, I am seeking diversity among students by selecting from required classes including English, General Psychology, and Sociology. My goal is to find a cross-section of female students between the ages of 17 and 22 years. The targeted minimum sample is fifty per institution. Your help in obtaining these subjects will be appreciated. Enclosed is a sample packet containing questionnaires, instructions for administering them, and consent forms to be signed by students.

Sincerely yours,

Barbara E. Robinson

Barbara E. Robinson
Doctoral Student in
Counseling Psychology

160
SPELMAN COLLEGE
ATLANTA, GEORGIA 30314
404-681-3643

DEPARTMENT OF PSYCHOLOGY

July 19, 1984

Mrs. Barbara E. Robinson
P.O. Box 92
Berrien Springs, Michigan 49103

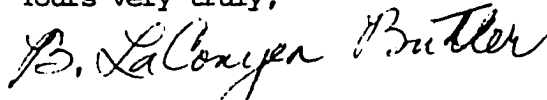
Dear Mrs. Robinson:

The Department of Psychology has reviewed your plans/proposal for the use of a sample of Spelman students for your research. We have agreed that our students may participate if they so desire. We have requested participation from the appropriate department(s).

In order that we may agree on the procedures for implementation as soon as possible we ask that you do the following: (1) develop an informed consent process which allows the students to choose whether or not they wish to participate, (2) provide us with information on how you plan to use the results of the study, and (3) submit a copy of the research proposal (and results of the research).

We look forward to working with you and wish you success in this endeavor.

Yours very truly,



B. LaConyea Butler, Ph.D.
Chair, Department of Psychology

BLB/mdw

More Than a Century of Service to Women Who Achieve



DEPARTMENT OF ENGLISH, COMMUNICATIONS, & FOREIGN LANGUAGES

August 23, 1984

Mrs. Barbara Robinson
P.O.Box 92
Berrien Springs, Michigan 49103

Dear Mrs. Robinson:

Thank you for your letter of August 12. We shall be pleased to administer the questionnaires for you. The sooner you get them to us the better.

Best wishes for your success!

Sincerely yours,


B. W. Benn

BB/am

"Enter to learn; Depart to serve."

August 12, 1984

Dr. B. LaConyrea Butler
Chair, Department of Psychology
Spelman College
Atlanta, Georgia 30314

Dear Dr. Butler:

This is in response to your letter dated July 19. Thank you for the courtesies you have extended to me. I'm sorry my response has taken so long. I have been working strenuously during the last five weeks to have final approval of my proposal. I now have it. A copy of the proposal accompanies this letter.

My response to your three requests follows: (1) a consent form is enclosed, (2) the plan is to use the results of the study to complete a dissertation for my doctorate in counseling psychology, (3) the proposal is being forwarded, and institutions will be provided with abstracts of my findings.

My financial resources are now limited (in fact, close to non-existent at present), so I would appreciate it if the instruments could be administered for me. Should this not be possible, I will have to find a way to travel to your institution if necessary.

Thank you for your kindness.

Sincerely,

A handwritten signature in cursive script that reads "Barbara E. Robinson".

Barbara E. Robinson

163
SPELMAN COLLEGE
ATLANTA, GEORGIA 30314
404-681-3643

DEPARTMENT OF PSYCHOLOGY

September 20, 1984

Ms. Barbara E. Robinson
P.O. Box 92
Berrien Springs, Michigan 49103

Dear Ms. Robinson:

This is in response to your letter of August 12. (Had you enclosed your telephone number, I would have been able to respond sooner.) As I indicated to you in an earlier letter, we felt that we could get a sufficient number of students for your study. First of all, let me indicate that there is no way that anyone on our staff will be able to administer the instruments for you. If you know a qualified person in the Atlanta area who would be willing to do it, we would consider permitting him or her to do so.

We have questions about the portion of the procedure that requires the student to list her name, address, and telephone number, so this procedure would need to be addressed further. If you feel that you can get the mechanics worked out satisfactorily, I will be happy to discuss possibilities with you. You may reach me at (404) 681-3643, ext. 402.

Sincerely,



B. LaConyea Butler, Ph.D.
Chair, Department of Psychology

BLB/mdw

More Than a Century of Service to Women Who Achieve

P.O. Box 92
Berrien Springs, MI 49103
October 9, 1984

Dr. B. LaConyey Butler, Chair
Department of Psychology
Spelman College
Atlanta, Georgia 30314

Dear Dr. Butler:

Thank you for your letter dated September 20. Data collection is going well.

Regarding your concern about the name and address information requested, this is merely for the purpose of tracing an individual should data be missing or incorrectly entered on computer answer sheets. I cannot require a student to divulge her name and address if she does not care to. In most cases, a second contact with the participant will not be necessary. Only the ID number and data other than the name and address will be entered on the computer. Any names and addresses submitted will be destroyed once satisfactory computer entries are received.

If there is any concern about information which makes the participant traceable, then I do not plan to insist that the information be given. It is optional, just as participation is optional.

I am making contact with two persons at the University of Atlanta, whose names have been given to me, to determine their availability to offer professional assistance in administering the instruments.

If you wish to clarify anything further, you may contact me at (616) 471-9004, preferably between 1 p.m. and 3 p.m. on weekdays. I'm sorry I neglected to give you the phone number before. Thank you for your continued support.

Sincerely,

A handwritten signature in cursive script that reads "Barbara E. Robinson".

Barbara E. Robinson

INDIANA UNIVERSITY SUMMARY SAFEGUARD STATEMENT
to be completed by
ALL INVESTIGATORS USING HUMAN SUBJECTS IN RESEARCH

PROJECT TITLE AND NUMBER: FEMININE VALUES, INTERPERSONAL ORIENTATION AND THE EVOLUTION OF THE FEMALE IDENTITY IN COLLEGE STUDENTS (Dissertation)

PRINCIPAL INVESTIGATOR: Barbara E. Robinson Barbara E. Robinson August 21, 1984
(Typed name) (Signature) (Date)

Other investigators: _____

DEPARTMENT: Education, Andrews University, Berrien Springs, Mich.

or extramural support? Yes ☐ No ☐. If yes, route sheet should be attached

Instructions: Answer in the space below (use additional sheets where necessary):

Check applicable spaces to describe type of project:

Research ☐ Training ☐ Education ☐
Demonstration ☐ Class Project ☐ (Course# ☐) Thesis ☒ ☐

Other (specify) _____

* a) Describe basis for participation (incentives, etc.) of subjects and specify subject population and recruitment procedures.

* b) Justify use of "vulnerable" subjects, if such use is planned.

* c) Location of testing.

d) Approximate number of subjects 50 Age required 17 to 22 approx.

e) Time required per subject. 50 minutes

1. Briefly describe the purpose and nature of the present research proposal. State what, if any, benefit is to be gained by the subject(s) or what information is to be added to the general body of knowledge as a result of this research. (This includes research training grants. Each project should be treated separately.)

See attached, typed sheets.

2. List all procedures to be used on human subjects with a description of those you consider beyond established and accepted techniques or those which increase the ordinary risks of daily life, including the recognized risks inherent in a chosen occupation or field of service.

(a) Procedures - see attached outline (which is also contained in proposal) (b) See summary statement also attached.

3. Describe the necessary safeguards to be applied to protect the subject.

(a) Separate packets which the subject can seal herself for confidentiality.

(b) Will handle packets myself and names will be discarded when I am satisfied returned packets are complete, i.e. all instruments completed.

4. Describe and assess any potential risks and assess the likelihood and seriousness of such risks. Risks to subjects are virtually non-existent. The instruments are non-threatening, easy to complete, no names will be disclosed. Data will be used to examine a theory rather than focus on individuals.

5. State whether or not you consider the subject to be "at risk". If you consider the subject to be "at risk," in what respect do the potential benefits to the subject or contributions to the general body of knowledge outweigh the risks?

I do not perceive the subject to be at risk in any way. Also, the more participants there are the more viable the study and greater its contribution to existing theory and literature.

6. If you consider the subject to be "at risk," state exactly what you tell him in lay language to obtain informed consent relative to each procedure wherein he is "at risk." This must be a form that is given or read to the subject particularly for this purpose.

If any individual considers there is any risk there is an attached consent form available for signature.

7. State how you will obtain documentation of informed consent. Answer even if you consider subjects not at risk. Do not use "inapplicable."

See No. 8 above.

* See attached typed sheets.

IUSB SUMMARY SAFEGUARD STATEMENT

Notes on Items (a), (b), and (c) of two:

(a) I will rely heavily on liaison persons in departments of psychology, or teachers of English or other required courses from among whose students my sample may come, to provide non-monetary incentives. The reason is that I have none to give at this time. My only resource is positive encouragement from myself and any of the faculty of the institutions who have sufficient rapport with students to encourage their support.

Recruitment procedures will comply with existing policies of individual institutions, and will be used on the advice of liaison persons.

(b) This is a research undertaking designed to test a theory. The nature of the instruments does not pose any obvious threat to individuals, and therefore, I do not perceive my populations to be drawn from "vulnerable" subjects. The instruments have been used and validated extensively with college populations, and my study involves an age group from which your institution could provide an adequate sample.

(c) The location of the testing is to be on-site at all participating institutions. Details of specific room assignment and/or monitoring are left to the discretion of liaison persons and/or special committees of the institutions.

Human Subjects Form: IUSB

INDIANA UNIVERSITYDOCUMENTATION FORM FOR REVIEW AND APPROVAL OF
RESEARCH PROJECT UTILIZING HUMAN SUBJECTSProject Title FEMININE VALUES, INTERPERSONAL ORIENTATION AND THE
EVOLUTION OF THE FEMALE IDENTITY IN COLLEGE STUDENTS (Dissertation)

Project Number (supplied by HSR Committee): _____

As the signature below testifies, the principal investigator is pledged to conform to the following precepts:

As one engaged in investigation utilizing human subject, I acknowledge the rights and welfare of the patient, or normal human subject, involved. I acknowledge my responsibility as an investigator to secure the informed consent of the subject by explaining the procedures and their purposes, identifying experimental procedures, describing attendant discomforts and risks and benefits which can be reasonably expected, disclosing alternative procedures, offering to answer questions, instructing person that he/she is free to withdraw from activity at any time.

I am in agreement with the Indiana University Statement of Principles Regarding the Use of Human Subjects in Research, and I understand that in research a fundamental distinction must be recognized between research in which the aim is essentially therapeutic for a patient, and research, the essential object of which is purely scientific and without therapeutic value to the person subjected to the research.

If there is reason for me to deviate from these precepts, I will seek prior approval in writing from the appropriate University board.

Barbara E. Robinson 8/21/84
Principal Investigator or Program Director Date

Faculty Sponsor(if appropriate) Date Dept. or Division Chairperson Date

This protocol for use of human subjects has been reviewed and approved by the Review Board at _____ (Campus)


Chairman of Board Date

Period of Approval _____

INDIANA UNIVERSITY at SOUTH BEND

INTERDEPARTMENTAL COMMUNICATION

To: Barbara E. Robinson

From: John Adamopoulos 

Telephone

Dept.

Dept. Psychology

Subj.

Date 10/30/84

The Psychology Expedited Review Committee has approved/not approved
your project Feminine values, interpersonal orientation and the evolution
of the female identity in college students
for a period of one year.

Other Investigators:

*** Conditional upon changes discussed in earlier telephone conversation,
and receipt of revised material (i.e, new consent form, and debriefing
instructions).

FOLD AND FASTEN - - - NO ENVELOPE NEEDED

P.O. Box 92
Berrien Springs, MI 49103
November 2, 1984

Dr. Margaret Crishal, Registrar
Henry Ford Community College
5101 Evergreen Road
Dearborn, Michigan 48128

Dear Dr. Crishal,

It was a pleasure to be in touch with you again. I am sending this cover letter, as promised. My research subjects are in the age range of approximately 18 to 22 years. My topic, as outlined in the accompanying prospectus, is concerned with feminine identity development from a relational perspective. The full title is: "Feminine Values, Interpersonal Orientation and the Evolution of the Female Identity."

There are three copyrighted instruments compiled into two questionnaires. Each instrument takes from 10 to 15 minutes to complete. In all, giving time for reading of instructions, etc., the group administration to undergraduates of as diverse a background, philosophical and/or career orientation as possible. I realize one cannot poll a naturally-occurring group to determine how much diversity there is. However, in questionnaire administration to date, faculty have been able to draw from required or general education classes such as English, General Psychology, Child Development, etc.

If group administration is difficult to arrange, questionnaire packets are explicit enough to be taken home by students and returned to the faculty member responsible. This would be my alternative choice. However, if this has to be resorted to, I would hope some form of extra credit or other form of motivation might be offered by faculty to encourage a high percentage of returns.

The package I am mailing contains Instructions to Test Monitors, Consent forms (if they are deemed necessary at your institution) and fifty questionnaire packets. A return packaging envelope is also enclosed. If there are any further questions, my number is (616) 471-9004.

Thank you for your offer of assistance.

Sincerely yours,


Barbara E. Robinson

REQUEST FOR PERMISSION TO MAKE A SURVEY OF STUDENT OPINION

Mrs. Barbara E. V. Robinson
Name:

November 20, 1984
Date of Request

English classes selected by Prof. Bruce
Course Number and Title if survey is for a class
Closser on the recommendation of Dr. Nelmer
Davis, Chairman of English Department

November 20 - December 7, 1984
Date Survey will be taken

Policies:

1. All questionnaires used at Andrews University for student opinion surveys must be approved by the Vice-President for Student Affairs after counseling with the person in charge of the area where the survey will be taken. If the survey is for a class, the approval of the teacher and dean of the school must also be secured before the Vice-President for Student Affairs gives final approval. Surveys conducted by student organizations must be approved by the faculty sponsor and the Vice-President for Student Affairs.
2. The student making the survey agrees not to release information publicly about the results of the survey without the permission of the teacher, the dean, and the Vice-President for Student Affairs. A report of the survey will be given to these three individuals.
3. The questionnaire should be clearly identified as to the purpose for making the survey, the name of the class, and the name of the teacher who has approved the questionnaire and the project.

Request for Information about Survey:

1. Describe the project proposed for which the survey is taken and attach a copy of the questionnaire to be used.

Dissertation Proposal: "Feminine Values, Interpersonal Orientation and the Evolution of the Female Identity in College Students"

This is a research venture in the study of feminine Identity development in the psychosocial context of "Interdependence" as defined by Arthur Chickering in his book, Education and Identity. The study is an expansion of theories emerging from Erikson's stage theory and is based on a call for a new psychology of women based on the positive aspects of their affiliative nature. It is based on the premise, acknowledged by a number of modern feminist researchers, who have determined that relational concerns have a profound influence on the shaping of a woman's unique identity.

W. G. A. Fitcher
Teacher's Signature Date

W. G. A. Fitcher, Chairman
Dissertation Committee

J. P. Allen 11/27/84
Dean's Approval Date

Regina C. [Signature]
Vice-President for Date
Student Affairs' Approval

APPENDIX B

INFORMED CONSENT, INSTRUCTIONS, AND

PERSONAL DATA COLLECTION

INSTRUCTIONS TO STUDENTS

THANK YOU FOR AGREEING TO PARTICIPATE IN THIS IMPORTANT STUDY OF FEMININE VALUES AND DEVELOPMENT. YOU ARE A VITAL PART OF THIS RESEARCH. YOUR PRIVACY IS GUARANTEED, SO FEEL FREE TO BE AS CANDID AS POSSIBLE.

You will be asked to fill out a Personal Data Sheet. Your packet ID number must be entered. It will be the number which appears on the top right hand corner of your test packet. This number should appear on all test materials. To make it easier to contact you should there be accidental omission in your packet, spaces are provided for your name, address, and phone number. But you are under no obligation to fill them in, if you do not wish to. All other information requested is needed.

REMEMBER, your personal packet is returned directly to the researcher, reducing the opportunity for your expressed opinions to be shared or otherwise divulged. Your test monitors will be expected to honor your privacy. It is suggested that materials be placed in the envelope in the following sequence before being returned: Feminine Research Questionnaire, Computer answer sheet (purple), FIRO-B, Computer answer sheet (grey), Personal Data Sheet. Please seal your envelope.

YOUR INDIVIDUAL SCHOOLS WILL BE GIVEN SUMMARIES OF THE FINDINGS OF THIS STUDY. THANK YOU AGAIN.

CONSENT FORM

YOU ARE ONE OF A NUMBER OF STUDENTS WHO ARE BEING ASKED TO CONTRIBUTE VALUABLE INFORMATION ABOUT FEMININE VALUES AND DEVELOPMENT. NAMES OF STUDENTS WILL NOT BE DISCLOSED. The questionnaires are easy to complete. Your privacy is assured. You will be able to seal your own envelope containing answer sheets.

You may choose whether or not to participate, and a student has the right to withdraw from the study, at any time, without penalty. However, each participant will make this study that much more significant. I hope that your signature below will be one of many indicating a willingness to be a part of a very vital and new contribution to feminine research. Thank you.

Sincerely,



Barbara Robinson

Consent signature of student

College or Institution

INSTRUCTIONS TO TEST MONITORS

Wherever possible, seating should be pre-arranged to allow (a) adequate lighting, and (b) sufficient space between students to discourage mutual distraction or conferring. Students should be asked to read all written instructions carefully, and follow them exactly.

Chalkboard reminders may be used at the discretion of test monitors. Such reminders may include the importance of students' ensuring their test ID numbers are on test materials as well as the Personal Data Sheet.

A relaxed atmosphere is most desirable. At the same time, students should be encouraged to record answers quickly and accurately based on their opinions. Additional assistance in monitoring the session is desirable, especially in groups of twenty or more.

Please record your name or the name of your college, the number of test packets issued, and the number of complete test packets returned, in the spaces below. Prior arrangements will have been made for return mailings, or collection, of materials. This sheet should be included with materials returned by your institution.

NAME OF TEST MONITOR: _____

NAME OF INSTITUTION: _____

NO. OF TEST PACKETS ISSUED: _____ NUMBER RETURNED: _____

PERSONAL DATA SHEET

Test ID Number _____

Name _____

Address _____

Telephone Number _____

Year in School: Freshman _____
(Check One)

Sophomore _____

Junior _____

Senior _____

Race: White _____

Black _____

Oriental _____

Spanish _____

Other _____

Age _____

Single _____

College Major _____

Married _____

Occupational or Life Goal: _____

Divorced _____

Widowed _____

Father's present or former occupation: _____

Mother's present or former occupation: _____

APPENDIX C

RESEARCH INSTRUMENTS

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

P. 177-182 Feminine Research Questionnaire

P. 183-185 FIRO-B

**University
Microfilms
International**

300 N Zeeb Rd., Ann Arbor, MI 48106 (313) 761-4700

APPENDIX D
ITEM ANALYSES, FREQUENCY DISTRIBUTIONS AND
RAW SCORES FOR ALL INSTRUMENTS

TABLE 41

ITEM ANALYSIS FOR THE MAFERR INVENTORY OF FEMININE VALUES					
Item	Point Multiserial	Item	Point Multiserial	Item	Point Multiserial
1	.257	12	.197	23	.386
2	.080	13	.524	24	.176
3	.396	14	.323	25	.456
4	.060	15	.208	26	.234
5	.386	16	.242	27	.541
6	.168	17	.371	28	.211
7	.308	18	.267	29	.402
8	.068	19	.191	30	.180
9	.487	20	.404	31	.476
10	.332	21	.305	32	.265
11	.153	22	.317	33	.505
				34	.224

TABLE 42

ITEM ANALYSIS OF THE ERWIN IDENTITY SCALE					
Item	Point Multiserial	Item	Point Multiserial	Item	Point Multiserial
1	.364	21	.365	41	.530
2	.351	22	.461	42	.412
3	.396	23	.396	43	.421
4	.484	24	.407	44	.322
5	.210	25	.346	45	.409
6	.432	26	.405	46	.303
7	.438	27	.227	47	.244
8	.466	28	.390	48	.471
9	.160	29	.659	49	.398
10	.397	30	.591	50	.350
11	.423	31	.235	51	.534
12	.563	32	.347	52	.166
13	.465	33	.460	53	.488
14	.346	34	.372	54	.618
15	.103	35	.601	55	.548
16	.591	36	.407	56	.514
17	.302	37	.274	57	.572
18	.436	38	.552	58	.550
19	.075	39	.152	59	.385
20	.297	40	.558	-	-

TABLE 43

ITEM ANALYSIS FOR THE ERWIN IDENTITY SUB-SCALES					
EIS Confidence		EIS Sexual Identity		EIS Concepts About Body and Appearance	
Item	Point Multiserial	Item	Point Multiserial	Item	Point Multiserial
1	.439	1	.495	1	.356
2	.356	2	.511	2	.476
3	.519	3	.483	3	.299
4	.609	4	.477	4	.509
5	.555	5	.447	5	.622
6	.382	6	.218	6	.428
7	.440	7	.418	7	.591
8	.393	8	.254	8	.600
9	.420	9	.448	9	.534
10	.523	10	.477	10	.475
11	.308	11	.391	11	.542
12	.605	12	.403	12	.625
13	.509	13	.507	13	.312
14	.628	14	.384	14	.578
15	.356	15	.511	15	.443
16	.566	16	.581	16	.330
17	.228	17	.409	-	-
18	.611	18	.294	-	-
19	.652	19	.522	-	-
20	.624	-	-	-	-
21	.534	-	-	-	-
22	.624	-	-	-	-
23	.606	-	-	-	-
24	.411	-	-	-	-

TABLE 44

ITEM ANALYSIS FOR THE FIRO-B EXPRESSED BEHAVIOR SUBSCALES					
Inclusion		Control		Affection	
Item	Point Multiserial	Item	Point Multiserial	Item	Point Multiserial
1	.468	1	.585	1	.676
2	.610	2	.680	2	.732
3	.632	3	.512	3	.374
4	.586	4	.620	4	.389
5	.645	5	.629	5	.558
6	.635	6	.658	6	.727
7	.614	7	.554	7	.691
8	.276	8	.592	8	.544
9	.367	9	.562	9	.737

TABLE 45

ITEM ANALYSIS FOR THE FIRO-B WANTED BEHAVIOR SUBSCALES					
Inclusion		Control		Affection	
Item	Point Multiserial	Item	Point Multiserial	Item	Point Multiserial
1	.790	1	.452	1	.638
2	.838	2	.599	2	.602
3	.829	3	.479	3	.623
4	.477	4	.590	4	.386
5	.629	5	.596	5	.621
6	.812	6	.665	6	.531
7	.887	7	.707	7	.665
8	.877	8	.497	8	.659
9	.869	9	.673	9	.585

**FREQUENCY DISTRIBUTION OF SCORES FOR THE TOTAL SAMPLE
ON THE EIS AND MAFFR
N=247**

	0	1	2	3	4	5	6	7	8	9
1. (-50)	1	1	1	1	1	1	1	1	1	1
1. (-40)	1	1	1	1	1	1	1	1	1	1
1. (-30)	2	2	3	2	2	3	2	3	2	2
1. (-20)	2	3	3	2	1	2	2	2	2	2
1. (-10)	2	3	3	2	2	2	2	2	2	2
1. (0)	2	3	3	2	2	2	2	2	2	2
1. (10)	2	3	3	2	2	2	2	2	2	2
1. (20)	2	3	3	2	2	2	2	2	2	2
1. (30)	2	3	3	2	2	2	2	2	2	2
1. (40)	2	3	3	2	2	2	2	2	2	2
1. (50)	2	3	3	2	2	2	2	2	2	2
1. (60)	2	3	3	2	2	2	2	2	2	2
1. (70)	2	3	3	2	2	2	2	2	2	2
1. (80)	2	3	3	2	2	2	2	2	2	2
1. (90)	2	3	3	2	2	2	2	2	2	2
1. (100)	2	3	3	2	2	2	2	2	2	2
1. (110)	2	3	3	2	2	2	2	2	2	2
1. (120)	2	3	3	2	2	2	2	2	2	2
1. (130)	2	3	3	2	2	2	2	2	2	2
1. (140)	2	3	3	2	2	2	2	2	2	2
1. (150)	2	3	3	2	2	2	2	2	2	2
1. (160)	2	3	3	2	2	2	2	2	2	2
1. (170)	2	3	3	2	2	2	2	2	2	2
1. (180)	2	3	3	2	2	2	2	2	2	2
1. (190)	2	3	3	2	2	2	2	2	2	2
1. (200)	2	3	3	2	2	2	2	2	2	2
1. (210)	2	3	3	2	2	2	2	2	2	2
1. (220)	2	3	3	2	2	2	2	2	2	2
1. (230)	2	3	3	2	2	2	2	2	2	2
1. (240)	2	3	3	2	2	2	2	2	2	2
1. (250)	2	3	3	2	2	2	2	2	2	2
1. (260)	2	3	3	2	2	2	2	2	2	2
1. (270)	2	3	3	2	2	2	2	2	2	2
1. (280)	2	3	3	2	2	2	2	2	2	2
1. (290)	2	3	3	2	2	2	2	2	2	2
1. (300)	2	3	3	2	2	2	2	2	2	2
1. (310)	2	3	3	2	2	2	2	2	2	2
1. (320)	2	3	3	2	2	2	2	2	2	2
1. (330)	2	3	3	2	2	2	2	2	2	2
1. (340)	2	3	3	2	2	2	2	2	2	2
1. (350)	2	3	3	2	2	2	2	2	2	2
1. (360)	2	3	3	2	2	2	2	2	2	2
1. (370)	2	3	3	2	2	2	2	2	2	2
1. (380)	2	3	3	2	2	2	2	2	2	2
1. (390)	2	3	3	2	2	2	2	2	2	2
1. (400)	2	3	3	2	2	2	2	2	2	2
1. (410)	2	3	3	2	2	2	2	2	2	2
1. (420)	2	3	3	2	2	2	2	2	2	2
1. (430)	2	3	3	2	2	2	2	2	2	2
1. (440)	2	3	3	2	2	2	2	2	2	2
1. (450)	2	3	3	2	2	2	2	2	2	2
1. (460)	2	3	3	2	2	2	2	2	2	2
1. (470)	2	3	3	2	2	2	2	2	2	2
1. (480)	2	3	3	2	2	2	2	2	2	2
1. (490)	2	3	3	2	2	2	2	2	2	2
1. (500)	2	3	3	2	2	2	2	2	2	2
1. (510)	2	3	3	2	2	2	2	2	2	2
1. (520)	2	3	3	2	2	2	2	2	2	2
1. (530)	2	3	3	2	2	2	2	2	2	2
1. (540)	2	3	3	2	2	2	2	2	2	2
1. (550)	2	3	3	2	2	2	2	2	2	2
1. (560)	2	3	3	2	2	2	2	2	2	2
1. (570)	2	3	3	2	2	2	2	2	2	2
1. (580)	2	3	3	2	2	2	2	2	2	2
1. (590)	2	3	3	2	2	2	2	2	2	2
1. (600)	2	3	3	2	2	2	2	2	2	2
1. (610)	2	3	3	2	2	2	2	2	2	2
1. (620)	2	3	3	2	2	2	2	2	2	2
1. (630)	2	3	3	2	2	2	2	2	2	2
1. (640)	2	3	3	2	2	2	2	2	2	2
1. (650)	2	3	3	2	2	2	2	2	2	2
1. (660)	2	3	3	2	2	2	2	2	2	2
1. (670)	2	3	3	2	2	2	2	2	2	2
1. (680)	2	3	3	2	2	2	2	2	2	2
1. (690)	2	3	3	2	2	2	2	2	2	2
1. (700)	2	3	3	2	2	2	2	2	2	2
1. (710)	2	3	3	2	2	2	2	2	2	2
1. (720)	2	3	3	2	2	2	2	2	2	2
1. (730)	2	3	3	2	2	2	2	2	2	2
1. (740)	2	3	3	2	2	2	2	2	2	2
1. (750)	2	3	3	2	2	2	2	2	2	2
1. (760)	2	3	3	2	2	2	2	2	2	2
1. (770)	2	3	3	2	2	2	2	2	2	2
1. (780)	2	3	3	2	2	2	2	2	2	2
1. (790)	2	3	3	2	2	2	2	2	2	2
1. (800)	2	3	3	2	2	2	2	2	2	2
1. (810)	2	3	3	2	2	2	2	2	2	2
1. (820)	2	3	3	2	2	2	2	2	2	2
1. (830)	2	3	3	2	2	2	2	2	2	2
1. (840)	2	3	3	2	2	2	2	2	2	2
1. (850)	2	3	3	2	2	2	2	2	2	2
1. (860)	2	3	3	2	2	2	2	2	2	2
1. (870)	2	3	3	2	2	2	2	2	2	2
1. (880)	2	3	3	2	2	2	2	2	2	2
1. (890)	2	3	3	2	2	2	2	2	2	2
1. (900)	2	3	3	2	2	2	2	2	2	2
1. (910)	2	3	3	2	2	2	2	2	2	2
1. (920)	2	3	3	2	2	2	2	2	2	2
1. (930)	2	3	3	2	2	2	2	2	2	2
1. (940)	2	3	3	2	2	2	2	2	2	2
1. (950)	2	3	3	2	2	2	2	2	2	2
1. (960)	2	3	3	2	2	2	2	2	2	2
1. (970)	2	3	3	2	2	2	2	2	2	2
1. (980)	2	3	3	2	2	2	2	2	2	2
1. (990)	2	3	3	2	2	2	2	2	2	2
1. (1000)	2	3	3	2	2	2	2	2	2	2

NAFERR INVENTORY - SCORES AND RANKS

STUDENT ID	SCORE	RANK	STUDENT ID	SCORE	RANK	STUDENT ID	SCORE	RANK	STUDENT ID	SCORE	RANK
1	101.00	218.5	45	107.00	185.5	84	125.00	57.5	117	130.00	31.0
3	112.00	158.0	47	115.00	126.0	87	124.00	61.0	118	121.00	41.5
5	115.00	124.0	48	114.00	140.0	88	96.00	201.0	119	96.00	201.0
6	142.00	4.0	49	107.00	187.5	89	127.00	11.5	120	102.00	213.0
8	114.00	168.0	50	105.00	200.0	90	123.00	51.5	121	114.00	140.0
9	103.00	209.0	52	124.00	62.0	91	110.00	97.0	122	125.00	52.5
10	111.00	164.5	53	116.00	140.0	92	127.00	41.5	123	113.00	151.5
11	104.00	205.0	54	124.00	62.0	93	111.00	164.5	124	118.00	124.0
12	96.00	241.0	57	120.00	88.5	94	104.00	203.0	125	96.00	233.5
14	104.00	194.0	58	127.00	41.5	95	106.00	8.5	126	110.00	97.0
15	119.00	140.0	59	146.00	1.0	96	89.00	228.5	127	109.00	173.0
16	115.00	126.0	60	112.00	190.0	97	114.00	140.0	128	113.00	161.5
17	116.00	117.5	62	127.00	11.5	98	115.00	136.0	129	113.00	23.5
18	101.00	210.5	63	130.00	31.0	99	113.00	151.5	130	139.00	6.0
19	119.00	97.0	65	124.00	62.0	101	104.00	16.5	131	114.00	140.0
22	97.00	237.5	66	121.00	82.5	102	104.00	210.5	133	124.00	61.0
25	109.00	172.0	67	126.00	44.5	103	110.00	140.0	135	110.00	103.5
26	125.00	52.5	68	123.00	71.0	104	120.00	89.5	134	139.00	6.0
27	117.00	110.5	69	131.00	28.0	105	115.00	124.0	137	116.00	117.5
28	120.00	83.5	70	114.00	140.0	106	106.00	104.0	136	110.00	103.5
29	111.00	164.5	71	108.00	171.5	107	107.00	105.5	138	104.00	194.0
31	124.00	62.0	72	120.00	37.5	108	117.00	110.5	140	113.00	151.5
32	111.00	164.5	73	109.00	6.0	109	97.00	237.5	143	132.00	22.5
33	109.00	174.0	76	113.00	151.5	110	117.00	110.5	142	126.00	96.5
35	102.00	213.0	77	114.00	140.0	111	124.00	44.5	143	142.00	151.0
36	106.00	194.0	78	111.00	164.5	112	123.00	71.0	144	107.00	185.5
39	118.00	126.0	79	128.00	37.5	113	116.00	117.5	145	119.00	97.0
41	105.00	200.0	80	132.00	23.5	114	117.00	110.5	144	108.00	171.5
42	121.00	82.5	82	126.00	44.5	115	146.00	2.5	147	124.00	71.0
43	105.00	200.0	83	133.00	19.0	116	128.00	37.5	148	108.00	173.5

HAFFER INVENTORY - SCORES AND RANKS (CONTINUED)

STUDENT ID	SCORE	NAME	STUDENT ID	SCORE	RANK	STUDENT ID	SCORE	RANK	STUDENT ID	SCORE	RANK
271	151.00	11.5	337	85.00	247.0	380	110.00	143.5	419	132.00	21.5
272	133.00	10.0	338	107.00	105.5	381	115.00	124.0	419	130.00	61.0
273	112.00	150.0	339	105.00	204.0	384	130.00	14.5	415	100.00	222.5
281	117.00	110.5	340	102.00	213.0	386	131.00	28.0	416	100.00	213.5
288	114.00	104.5	341	115.00	124.0	387	20.00	218.5	417	102.00	218.0
285	130.00	8.5	342	101.00	110.5	388	22.00	218.5	418	107.00	106.5
290	110.00	100.5	344	121.00	82.5	389	105.00	204.0	420	120.00	83.5
291	99.00	220.5	346	109.00	205.0	391	115.00	44.5	422	103.00	209.0
292	135.00	14.5	347	107.00	210.5	392	104.00	104.0			
294	110.00	140.0	348	107.00	165.5	393	107.00	105.5			
295	110.00	140.0	349	101.00	218.5	394	127.00	41.5			
297	124.00	62.0	350	87.00	204.0	395	125.00	52.5			
298	120.00	89.5	351	117.00	111.5	396	109.00	172.0			
299	113.00	151.5	352	91.00	237.5	397	110.00	104.5			
300	116.00	117.5	353	100.00	212.5	398	129.00	34.0			
301	80.00	244.5	354	123.00	71.0	399	123.00	74.5			
302	122.00	76.5	356	123.00	74.5	400	106.00	104.0			
304	100.00	212.5	358	117.00	110.5	401	125.00	52.5			
305	109.00	172.0	359	80.00	204.0	402	100.00	177.5			
306	99.00	220.5	360	90.00	253.5	403	110.00	168.5			
308	100.00	177.5	361	110.00	140.0	404	103.00	209.0			
309	98.00	213.5	362	59.00	220.5	405	112.00	140.0			
310	137.00	11.5	363	107.00	105.5	406	104.00	205.0			
311	114.00	140.0	364	117.00	110.5	407	131.00	28.0			
312	112.00	150.0	365	100.00	105.5	408	115.00	117.5			
313	124.00	62.0	367	114.00	140.0	409	118.00	105.5			
319	90.00	213.5	369	106.00	194.0	410	120.00	62.0			
318	116.00	124.0	371	124.00	62.0	411	114.00	140.0			
323	97.00	237.5	372	100.00	205.0	412	120.00	37.5			
320	107.00	105.5									

FIRO-B EXPRESSED INCLUSION - SCORES AND RANKS

ID	Score	Rank	ID	Score	Rank	ID	Score	Rank
1	3.00	179.0	47	3.00	179.0	88	6.00	55.5
2	2.00	206.0	48	8.00	7.0	89	4.00	182.5
3	5.00	93.5	49	5.00	282.5	90	8.00	7.0
4	5.00	93.5	50	4.00	182.5	91	2.00	206.0
5	5.00	93.5	51	6.00	55.5	92	5.00	93.5
6	5.00	93.5	52	7.00	26.0	93	6.00	55.5
7	5.00	93.5	53	3.00	179.0	94	6.00	55.5
8	4.00	182.5	54	3.00	179.0	95	8.00	7.0
9	2.00	206.0	55	7.00	26.0	96	3.00	179.0
10	5.00	93.5	56	4.00	182.5	97	5.00	93.5
11	2.00	206.0	57	4.00	182.5	98	5.00	93.5
12	5.00	93.5	58	1.00	229.5	99	7.00	26.0
13	3.00	179.0	59	4.00	182.5	100	7.00	26.0
14	2.00	206.0	60	4.00	182.5	101	7.00	26.0
15	2.00	206.0	61	4.00	182.5	102	2.00	206.0
16	5.00	93.5	62	5.00	93.5	103	4.00	55.5
17	5.00	93.5	63	7.00	26.0	104	5.00	93.5
18	5.00	93.5	64	3.00	179.0	105	8.00	7.0
19	5.00	93.5	65	5.00	93.5	106	7.00	26.0
20	5.00	93.5	66	7.00	26.0	107	6.00	55.5
21	5.00	93.5	67	3.00	179.0	108	7.00	26.0
22	7.00	26.0	68	5.00	93.5	109	1.50	229.5
23	7.00	26.0	69	4.00	182.5	110	6.00	55.5
24	7.00	26.0	70	5.00	93.5	111	7.00	26.0
25	7.00	26.0	71	4.00	182.5	112	6.00	55.5
26	7.00	26.0	72	5.00	93.5	113	7.00	26.0
27	7.00	26.0	73	4.00	182.5	114	4.00	182.5
28	5.00	93.5	74	1.00	229.5	115	2.00	206.0
29	7.00	26.0	75	3.00	179.0	116	5.00	93.5
30	2.00	206.0	76	5.00	93.5	117	6.00	55.5
31	2.00	206.0	77	3.00	179.0	118	4.00	182.5
32	5.00	93.5	78	5.00	93.5	119	4.00	182.5
33	6.00	55.5	79	2.00	206.0	120	5.00	93.5
34	5.00	93.5	80	7.00	26.0	121	5.00	93.5
35	5.00	93.5	81	4.00	182.5	122	2.00	206.0
36	5.00	93.5	82	4.00	182.5	123	7.00	26.0
37	5.00	93.5	83	4.00	182.5	124	6.00	55.5
38	5.00	93.5	84	1.00	229.5	125	5.00	93.5
39	5.00	93.5	85	3.00	179.0	126	2.00	206.0
40	5.00	93.5	86	3.00	179.0	127	8.00	7.0
41	5.00	93.5	87	3.00	179.0	128	5.00	93.5
42	5.00	93.5	88	3.00	179.0	129	7.00	26.0
43	5.00	93.5	89	3.00	179.0	130	2.00	206.0
44	5.00	93.5	90	3.00	179.0	131	6.00	55.5
45	5.00	93.5	91	3.00	179.0	132	7.00	26.0
46	5.00	93.5	92	3.00	179.0	133	7.00	26.0
47	5.00	93.5	93	3.00	179.0	134	5.00	93.5
48	5.00	93.5	94	3.00	179.0	135	5.00	93.5
49	5.00	93.5	95	3.00	179.0	136	7.00	26.0
50	5.00	93.5	96	3.00	179.0	137	6.00	55.5
51	5.00	93.5	97	3.00	179.0	138	5.00	93.5
52	5.00	93.5	98	3.00	179.0	139	4.00	182.5
53	5.00	93.5	99	3.00	179.0	140	3.00	179.0
54	5.00	93.5	100	3.00	179.0	141	4.00	182.5
55	5.00	93.5	101	3.00	179.0	142	6.00	55.5
56	5.00	93.5	102	3.00	179.0	143	4.00	182.5
57	5.00	93.5	103	3.00	179.0	144	5.00	93.5
58	5.00	93.5	104	3.00	179.0	145	6.00	55.5
59	5.00	93.5	105	3.00	179.0	146	5.00	93.5
60	5.00	93.5	106	3.00	179.0	147	7.00	26.0
61	5.00	93.5	107	3.00	179.0	148	2.00	206.0
62	5.00	93.5	108	3.00	179.0	149	6.00	55.5
63	5.00	93.5	109	3.00	179.0	150	5.00	93.5
64	5.00	93.5	110	3.00	179.0	151	4.00	182.5
65	5.00	93.5	111	3.00	179.0	152	5.00	93.5
66	5.00	93.5	112	3.00	179.0	153	5.00	93.5
67	5.00	93.5	113	3.00	179.0			
68	5.00	93.5	114	3.00	179.0			
69	5.00	93.5	115	3.00	179.0			
70	5.00	93.5	116	3.00	179.0			
71	5.00	93.5	117	3.00	179.0			
72	5.00	93.5	118	3.00	179.0			
73	5.00	93.5	119	3.00	179.0			
74	5.00	93.5	120	3.00	179.0			
75	5.00	93.5	121	3.00	179.0			
76	5.00	93.5	122	3.00	179.0			
77	5.00	93.5	123	3.00	179.0			
78	5.00	93.5	124	3.00	179.0			
79	5.00	93.5	125	3.00	179.0			
80	5.00	93.5	126	3.00	179.0			
81	5.00	93.5	127	3.00	179.0			
82	5.00	93.5	128	3.00	179.0			
83	5.00	93.5	129	3.00	179.0			
84	5.00	93.5	130	3.00	179.0			
85	5.00	93.5	131	3.00	179.0			
86	5.00	93.5	132	3.00	179.0			
87	5.00	93.5	133	3.00	179.0			
88	5.00	93.5	134	3.00	179.0			
89	5.00	93.5	135	3.00	179.0			
90	5.00	93.5	136	3.00	179.0			
91	5.00	93.5	137	3.00	179.0			
92	5.00	93.5	138	3.00	179.0			
93	5.00	93.5	139	3.00	179.0			
94	5.00	93.5	140	3.00	179.0			
95	5.00	93.5	141	3.00	179.0			
96	5.00	93.5	142	3.00	179.0			
97	5.00	93.5	143	3.00	179.0			
98	5.00	93.5	144	3.00	179.0			
99	5.00	93.5	145	3.00	179.0			
100	5.00	93.5	146	3.00	179.0			
101	5.00	93.5	147	3.00	179.0			
102	5.00	93.5	148	3.00	179.0			
103	5.00	93.5	149	3.00	179.0			
104	5.00	93.5	150	3.00	179.0			
105	5.00	93.5	151	3.00	179.0			
106	5.00	93.5	152	3.00	179.0			
107	5.00	93.5	153	3.00	179.0			
108	5.00	93.5						
109	5.00	93.5						
110	5.00	93.5						
111	5.00	93.5						
112	5.00	93.5						
113	5.00	93.5						
114	5.00	93.5						
115	5.00	93.5						
116	5.00	93.5						
117	5.00	93.5						
118	5.00	93.5						
119	5.00	93.5						
120	5.00	93.5						
121	5.00	93.5						
122	5.00	93.5						
123	5.00	93.5						
124	5.00	93.5						
125	5.00	93.5						
126	5.00	93.5						
127	5.00	93.5						
128	5.00	93.5						
129	5.00	93.5						
130	5.00	93.5						
131	5.00	93.5						
132	5.00	93.5						
133	5.00	93.5						
134	5.00	93.5						
135	5.00	93.5						
136	5.00	93.5						
137	5.00	93.5						
138	5.00	93.5						
139	5.00	93.5						
140	5.00	93.5						
141	5.00	93.5						
142	5.00	93.5						
143	5.00	93.5						
144	5.00	93.5						
145	5.00	93.5						
146	5.00	93.5						
147	5.00	93.5						
148	5.00	93.5						
149	5.00	93.5						
150	5.00	93.5						
151	5.00	93.5						
152	5.00	93.5						
153	5.00	93.5						

FIRO-B EXPRESSED INCLUSION - SCORES AND RANKS (CONTINUED)

ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK
154	3.00	179.0	289	4.00	142.5	344	4.00	142.5	392	5.00	93.5
155	5.00	93.5	290	7.00	26.0	346	6.00	55.5	393	1.00	225.5
156	3.00	179.0	291	4.00	142.5	347	4.00	142.5	394	3.00	179.0
157	2.00	206.0	292	5.00	93.5	348	6.00	55.5	395	6.00	55.5
158	3.00	179.0	294	5.00	93.5	349	5.00	93.5	396	2.00	206.0
159	1.00	225.5	295	2.00	206.0	350	7.00	26.0	397	4.00	142.5
160	2.00	206.0	297	1.00	225.5	351	6.00	55.5	398	5.00	93.5
161	4.00	142.5	298	3.00	179.0	352	4.00	142.5	399	1.00	225.5
162	4.00	142.5	299	4.00	142.5	354	7.00	26.0	400	2.00	206.0
163	6.00	55.5	300	4.00	142.5	355	4.00	142.5	401	7.00	26.0
164	4.00	142.5	301	2.00	206.0	356	6.00	55.5	402	3.00	175.0
165	4.00	142.5	303	7.00	26.0	358	4.00	142.5	403	4.00	142.5
166	2.00	206.0	304	3.00	179.0	359	4.00	142.5	404	7.00	26.0
167	4.00	142.5	305	5.00	93.5	360	4.00	142.5	405	2.00	206.0
168	3.00	179.0	306	6.00	55.5	361	5.00	93.5	406	4.00	142.5
169	1.00	225.5	308	2.00	206.0	362	4.00	142.5	407	5.00	93.5
170	3.00	179.0	309	6.00	55.5	363	4.00	142.5	408	3.00	175.0
171	1.00	225.5	310	7.00	26.0	364	9.00	2.0	409	1.00	225.5
172	1.00	225.5	311	6.00	55.5	365	2.00	206.0	410	5.00	93.5
173	1.00	225.5	312	6.00	55.5	367	4.00	142.5	411	4.00	142.5
174	1.00	225.5	313	7.00	26.0	368	9.00	2.0	412	4.00	142.5
175	1.00	225.5	314	4.00	142.5	371	4.00	142.5	413	1.00	225.5
176	1.00	225.5	315	2.00	206.0	372	5.00	93.5	414	7.00	26.0
177	1.00	225.5	317	7.00	26.0	380	4.00	142.5	415	5.00	93.5
178	1.00	225.5	318	4.00	142.5	381	4.00	142.5	416	5.00	93.5
179	1.00	225.5	319	6.00	55.5	384	5.00	93.5	417	2.00	206.0
180	1.00	225.5	320	4.00	142.5	386	6.00	55.5	418	3.00	175.0
181	1.00	225.5	321	4.00	142.5	387	2.00	206.0	419	4.00	142.5
182	1.00	225.5	322	4.00	142.5	388	3.00	175.0	420	2.00	206.0
183	1.00	225.5	323	4.00	142.5	389	3.00	175.0	421	4.00	142.5
184	1.00	225.5	324	4.00	142.5	390	4.00	142.5	422	4.00	142.5
185	1.00	225.5	325	4.00	142.5	391	4.00	142.5	423	4.00	142.5
186	1.00	225.5	326	4.00	142.5	392	4.00	142.5	424	4.00	142.5
187	1.00	225.5	327	4.00	142.5	393	4.00	142.5	425	4.00	142.5
188	1.00	225.5	328	4.00	142.5	394	4.00	142.5	426	4.00	142.5
189	1.00	225.5	329	4.00	142.5	395	4.00	142.5	427	4.00	142.5
190	1.00	225.5	330	4.00	142.5	396	4.00	142.5	428	4.00	142.5
191	1.00	225.5	331	4.00	142.5	397	4.00	142.5	429	4.00	142.5
192	1.00	225.5	332	4.00	142.5	398	4.00	142.5	430	4.00	142.5
193	1.00	225.5	333	4.00	142.5	399	4.00	142.5	431	4.00	142.5
194	1.00	225.5	334	4.00	142.5	400	4.00	142.5	432	4.00	142.5
195	1.00	225.5	335	4.00	142.5	401	4.00	142.5	433	4.00	142.5
196	1.00	225.5	336	4.00	142.5	402	4.00	142.5	434	4.00	142.5
197	1.00	225.5	337	4.00	142.5	403	4.00	142.5	435	4.00	142.5
198	1.00	225.5	338	4.00	142.5	404	4.00	142.5	436	4.00	142.5
199	1.00	225.5	339	4.00	142.5	405	4.00	142.5	437	4.00	142.5
200	1.00	225.5	340	4.00	142.5	406	4.00	142.5	438	4.00	142.5
201	1.00	225.5	341	4.00	142.5	407	4.00	142.5	439	4.00	142.5
202	1.00	225.5	342	4.00	142.5	408	4.00	142.5	440	4.00	142.5
203	1.00	225.5	343	4.00	142.5	409	4.00	142.5	441	4.00	142.5
204	1.00	225.5	344	4.00	142.5	410	4.00	142.5	442	4.00	142.5
205	1.00	225.5	345	4.00	142.5	411	4.00	142.5	443	4.00	142.5
206	1.00	225.5	346	4.00	142.5	412	4.00	142.5	444	4.00	142.5
207	1.00	225.5	347	4.00	142.5	413	4.00	142.5	445	4.00	142.5
208	1.00	225.5	348	4.00	142.5	414	4.00	142.5	446	4.00	142.5
209	1.00	225.5	349	4.00	142.5	415	4.00	142.5	447	4.00	142.5
210	1.00	225.5	350	4.00	142.5	416	4.00	142.5	448	4.00	142.5
211	1.00	225.5	351	4.00	142.5	417	4.00	142.5	449	4.00	142.5
212	1.00	225.5	352	4.00	142.5	418	4.00	142.5	450	4.00	142.5
213	1.00	225.5	353	4.00	142.5	419	4.00	142.5	451	4.00	142.5
214	1.00	225.5	354	4.00	142.5	420	4.00	142.5	452	4.00	142.5
215	1.00	225.5	355	4.00	142.5	421	4.00	142.5	453	4.00	142.5
216	1.00	225.5	356	4.00	142.5	422	4.00	142.5	454	4.00	142.5
217	1.00	225.5	357	4.00	142.5	423	4.00	142.5	455	4.00	142.5
218	1.00	225.5	358	4.00	142.5	424	4.00	142.5	456	4.00	142.5
219	1.00	225.5	359	4.00	142.5	425	4.00	142.5	457	4.00	142.5
220	1.00	225.5	360	4.00	142.5	426	4.00	142.5	458	4.00	142.5
221	1.00	225.5	361	4.00	142.5	427	4.00	142.5	459	4.00	142.5
222	1.00	225.5	362	4.00	142.5	428	4.00	142.5	460	4.00	142.5
223	1.00	225.5	363	4.00	142.5	429	4.00	142.5	461	4.00	142.5
224	1.00	225.5	364	4.00	142.5	430	4.00	142.5	462	4.00	142.5
225	1.00	225.5	365	4.00	142.5	431	4.00	142.5	463	4.00	142.5
226	1.00	225.5	366	4.00	142.5	432	4.00	142.5	464	4.00	142.5
227	1.00	225.5	367	4.00	142.5	433	4.00	142.5	465	4.00	142.5
228	1.00	225.5	368	4.00	142.5	434	4.00	142.5	466	4.00	142.5
229	1.00	225.5	369	4.00	142.5	435	4.00	142.5	467	4.00	142.5
230	1.00	225.5	370	4.00	142.5	436	4.00	142.5	468	4.00	142.5
231	1.00	225.5	371	4.00	142.5	437	4.00	142.5	469	4.00	142.5
232	1.00	225.5	372	4.00	142.5	438	4.00	142.5	470	4.00	142.5
233	1.00	225.5	373	4.00	142.5	439	4.00	142.5	471	4.00	142.5
234	1.00	225.5	374	4.00	142.5	440	4.00	142.5	472	4.00	142.5
235	1.00	225.5	375	4.00	142.5	441	4.00	142.5	473	4.00	142.5
236	1.00	225.5	376	4.00	142.5	442	4.00	142.5	474	4.00	142.5
237	1.00	225.5	377	4.00	142.5	443	4.00	142.5	475	4.00	142.5
238	1.00	225.5	378	4.00	142.5	444	4.00	142.5	476	4.00	142.5
239	1.00	225.5	379	4.00	142.5	445	4.00	142.5	477	4.00	142.5
240	1.00	225.5	380	4.00	142.5	446	4.00	142.5	478	4.00	142.5
241	1.00	225.5	381	4.00	142.5	447	4.00	142.5	479	4.00	142.5
242	1.00	225.5	382	4.00	142.5	448	4.00	142.5	480	4.00	142.5
243	1.00	225.5	383	4.00	142.5	449	4.00	142.5	481	4.00	142.5
244	1.00	225.5	384	4.00	142.5	450	4.00	142.5	482	4.00	142.5
245	1.00	225.5	385	4.00	142.5	451	4.00	142.5	483	4.00	142.5
246	1.00	225.5	386	4.00	142.5	452	4.00	142.5	484	4.00	142.5
247	1.00	225.5	387	4.00	142.5	453	4.00	142.5	485	4.00	142.5
248	1.00	225.5	388	4.00	142.5	454	4.00	142.5	486	4.00	142.5
249	1.00	225.5	389	4.00	142.5	455	4.00	142.5	487	4.00	142.5
250	1.00	225.5	390	4.00	142.5	456	4.00	142.5	488	4.00	142.5
251	1.00	225.5	391	4.00	142.5	457	4.00	142.5	489	4.00	142.5
252	1.00	225.5	392	4.00	142.5	458	4.00	142.5	490	4.00	142.5
253	1.00	225.5	393	4.00	142.5	459	4.00	142.5	491	4.00	142.5
254	1.00	225.5	394	4.00	142.5	460	4.00	142.5	492	4.00	142.5
255	1.00	225.5	395	4.00	142.5	461	4.00	142.5	493	4.00	142.5
256	1.00	225.5	396	4.00	142.5	462	4.00	142.5	494	4.00	142.5
257	1.00	225.5	397	4.00	142.5	463	4.00	142.5	495	4.00	142.5
258	1.00	225.5	398	4.00	142.5	464	4.00	142.5	496	4.00	142.5
259	1.00	225.5	399	4.00	142.5	465	4.00	142.5	497	4.00	142.5
260	1.00	225.5	400	4.00	142.5	466	4.00	142.5	498	4.00	142.5
261	1.00	225.5	401	4.							

FIRO-B EXPRESSED CONTROL - SCORES AND RANKS (CONTINUED)

ID	Score	Rank	ID	Score	Rank	ID	Score	Rank	ID	Score	Rank
154	1.00	133.0	289	6.00	12.5	346	.00	206.0	394	3.00	55.0
155	2.00	84.5	290	3.00	55.0	347	.00	206.0	395	1.00	133.0
156	.00	206.0	291	1.00	133.0	348	3.00	55.0	396	2.00	84.5
157	5.00	23.0	292	.00	206.0	349	1.00	133.0	397	2.00	84.5
158	1.00	133.0	294	5.00	23.0	350	2.00	84.5	398	7.00	4.5
159	5.00	23.0	295	4.00	40.0	351	.00	206.0	399	5.00	23.0
160	4.00	40.0	297	1.00	133.0	352	1.00	133.0	400	1.00	133.0
161	.00	206.0	298	.00	206.0	354	1.00	133.0	401	1.00	133.0
162	2.00	84.5	299	.00	206.0	355	1.00	133.0	402	.00	206.0
163	3.00	55.0	300	.00	206.0	356	3.00	55.0	403	8.00	3.0
164	.00	206.0	301	.00	206.0	358	.00	206.0	404	1.00	133.0
165	2.00	84.5	303	1.00	133.0	359	5.00	23.0	405	.00	206.0
166	.00	206.0	304	1.00	133.0	360	3.00	55.0	406	.00	206.0
169	.00	206.0	305	.00	206.0	361	.00	206.0	407	2.00	84.5
170	.00	206.0	306	1.00	133.0	362	1.00	133.0	408	2.00	84.5
171	1.00	133.0	308	.00	206.0	363	1.00	133.0	409	1.00	133.0
172	1.00	133.0	309	6.00	12.5	364	1.00	133.0	410	1.00	133.0
173	2.00	84.5	310	5.00	23.0	365	2.00	84.5	411	.00	206.0
174	4.00	40.0	311	3.00	55.0	367	4.00	40.0	412	.00	206.0
186	1.00	133.0	312	1.00	133.0	368	2.00	84.5	413	.00	206.0
191	.00	206.0	313	1.00	133.0	371	5.00	23.0	414	3.00	55.0
193	7.00	6.5	314	4.00	40.0	372	4.00	40.0	415	2.00	84.5
199	2.00	84.5	315	1.00	133.0	380	.00	206.0	416	1.00	133.0
200	.00	206.0	317	2.00	84.5	381	.00	206.0	417	.00	206.0
252	.00	206.0	320	1.00	133.0	384	6.00	3.0	418	.00	206.0
253	2.00	84.5	337	.00	206.0	386	4.00	40.0	420	1.00	133.0
270	1.00	133.0	338	.00	206.0	387	2.00	84.5	422	1.00	133.0
271	.00	206.0	339	.00	206.0	388	.00	206.0			
272	1.00	133.0	340	1.00	133.0	389	.00	206.0			
273	4.00	40.0	341	1.00	133.0	391	2.00	84.5			
282	1.00	133.0	342	1.00	133.0	392	.00	206.0			
286	.00	206.0	344	.00	206.0	393	1.00	133.0			

[illegible]

FIRO-B EXPRESSED AFFECTION - SCORES AND RANKS (CONTINUED)

ID	Score	Rank	ID	Score	Rank	ID	Score	Rank	ID	Score	Rank
158	4.00	105.5	289	3.00	143.5	346	5.00	73.0	394	5.00	73.0
159	6.00	45.0	290	6.00	45.0	347	3.00	143.5	395	4.00	105.5
156	3.00	143.5	291	2.00	186.0	348	3.00	143.5	396	2.00	186.0
157	3.00	143.5	292	2.00	186.0	349	4.00	105.5	397	5.00	73.0
158	1.00	221.5	294	3.00	143.5	350	8.00	16.0	398	6.00	45.5
159	1.00	221.5	295	1.00	221.5	351	6.00	16.0	399	4.00	105.5
160	3.00	143.5	297	3.00	143.5	352	3.00	143.5	400	1.00	221.5
161	1.00	221.5	298	5.00	73.0	354	3.00	143.5	401	1.00	221.5
162	4.00	105.5	299	3.00	143.5	355	4.00	105.5	402	5.00	73.0
163	3.00	143.5	300	4.00	105.5	356	6.00	16.0	403	4.00	105.5
164	6.00	45.0	301	1.00	221.5	358	4.00	105.5	404	6.00	16.0
165	4.00	105.5	303	6.00	45.0	359	3.00	143.5	405	5.00	73.0
166	1.00	221.5	304	1.00	221.5	360	2.00	186.0	406	3.00	143.5
169	2.00	186.0	305	2.00	186.0	361	6.00	45.0	407	4.00	105.5
170	1.00	221.5	306	5.00	73.0	362	3.00	143.5	408	5.00	73.0
171	3.00	143.5	308	6.00	45.0	363	6.00	16.0	409	5.00	73.0
172	5.00	73.0	309	7.00	35.0	364	2.00	186.0	410	5.00	73.0
173	7.00	35.0	310	2.00	186.0	365	3.00	143.5	411	6.00	45.0
174	5.00	73.0	311	1.00	221.5	367	2.00	186.0	412	6.00	16.0
186	2.00	186.0	312	6.00	45.0	368	5.00	73.0	413	4.00	105.5
191	2.00	186.0	313	6.00	45.0	371	5.00	73.0	414	3.00	143.5
192	3.00	143.5	314	2.00	186.0	372	7.00	35.0	415	7.00	35.0
199	2.00	186.0	315	3.00	143.5	380	3.00	143.5	416	2.00	186.0
200	3.00	143.5	317	8.00	16.0	381	1.00	221.5	417	3.00	143.5
252	3.00	143.5	320	1.00	221.5	384	6.00	45.0	418	1.00	221.5
253	1.00	221.5	337	7.00	35.0	386	3.00	143.5	420	2.00	186.0
270	5.00	73.0	338	4.00	105.5	387	4.00	105.5	422	5.00	73.0
271	3.00	143.5	339	3.00	143.5	388	3.00	143.5			
272	4.00	105.5	340	6.00	45.0	389	4.00	105.5			
273	3.00	143.5	341	2.00	186.0	391	1.00	221.5			
282	5.00	73.0	342	5.00	73.0	392	2.00	186.0			
286	1.00	221.5	344	6.00	45.0	393	1.00	221.5			

FIBO-B WANTED INCLUSION - SCORES AND RANKS

ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK
1	1.00	101.0	47	1.00	207.0	88	6.00	35.5	120	2.00	102.5
3	4.00	117.0	48	5.00	11.5	89	1.00	207.0	121	1.00	207.0
5	5.00	11.5	49	1.00	207.0	90	9.00	11.5	122	7.00	65.0
6	1.00	207.0	50	2.00	102.5	91	1.00	207.0	123	7.00	65.0
8	5.00	101.5	52	3.00	136.5	92	5.00	11.5	124	6.00	86.5
9	5.00	101.5	53	1.00	207.0	93	7.00	65.0	125	6.00	35.5
10	6.00	35.5	54	6.00	35.5	94	1.00	156.5	126	1.00	207.0
11	2.00	102.5	57	4.00	117.0	95	7.00	65.0	127	7.00	65.0
12	1.00	156.5	58	7.00	65.0	96	1.00	207.0	128	2.00	102.5
14	5.00	11.5	59	1.00	207.0	97	4.00	117.0	129	6.00	35.5
15	6.00	35.5	60	1.00	207.0	98	6.00	86.5	130	1.00	207.0
16	1.00	207.0	62	1.00	207.0	99	1.00	207.0	131	6.00	35.5
17	1.00	156.5	63	6.00	35.5	101	5.00	11.5	133	7.00	65.0
18	1.00	156.5	65	1.00	156.5	102	1.00	156.5	135	5.00	101.5
19	2.00	102.5	66	3.00	136.5	103	4.00	117.0	136	4.00	117.0
22	2.00	102.5	67	1.00	207.0	104	2.00	102.5	137	7.00	65.0
25	6.00	35.5	68	1.00	207.0	105	8.00	35.5	138	4.00	117.0
26	1.00	207.0	69	1.00	207.0	106	5.00	11.5	139	3.00	136.5
27	5.00	35.5	70	1.00	207.0	107	7.00	65.0	140	1.00	207.0
28	1.00	207.0	71	1.00	207.0	108	7.00	65.0	143	1.00	207.0
29	7.00	65.0	72	1.00	207.0	109	1.00	207.0	142	5.00	101.5
31	1.00	156.5	73	6.00	35.5	110	7.00	65.0	143	2.00	102.5
32	2.00	102.5	76	1.00	207.0	111	7.00	65.0	144	1.00	207.0
33	7.00	65.0	77	7.00	65.0	112	7.00	65.0	145	6.00	86.5
35	1.00	207.0	78	1.00	207.0	113	7.00	65.0	146	1.00	207.0
38	1.00	156.5	79	6.00	35.5	114	1.00	207.0	147	6.00	35.5
39	1.00	207.0	80	5.00	101.5	115	6.00	35.5	148	1.00	207.0
41	1.00	101.5	82	1.00	207.0	116	7.00	65.0	149	5.00	101.5
42	4.00	117.0	83	1.00	207.0	117	5.00	11.5	150	1.00	207.0
43	5.00	101.5	84	1.00	207.0	118	1.00	207.0	151	6.00	35.5
45	2.00	102.5	87	1.00	207.0	119	1.00	86.5	153	2.00	102.5

FIBO-B WANTED INCLUSION - SCORES AND RANKS (CONTINUED)

ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK
159	1.00	156.5	289	1.00	156.5	346	8.00	35.5	394	7.00	65.0
155	6.00	35.5	290	9.00	11.5	347	.00	207.0	395	9.50	117.5
156	5.00	101.5	291	7.00	65.0	348	7.00	65.0	396	8.00	35.5
157	.00	207.0	292	2.00	192.5	349	5.00	101.5	397	3.00	130.5
158	.00	207.0	294	.00	207.0	350	5.00	11.5	398	9.00	117.5
159	.00	207.0	295	7.00	65.0	351	5.00	11.5	399	2.00	142.5
160	.00	207.0	297	.00	207.0	352	4.00	86.5	400	4.00	117.0
161	1.00	156.5	298	6.00	86.5	354	4.00	117.0	401	5.00	35.5
162	4.00	117.0	299	.00	207.0	355	.00	207.0	402	1.00	156.5
163	4.00	117.0	300	5.00	11.5	356	5.00	11.5	403	5.00	11.5
164	3.00	130.5	301	.00	207.0	358	.00	207.0	404	9.50	11.5
165	.00	207.0	303	6.00	86.5	359	.00	207.0	405	4.00	117.0
166	.00	207.0	304	6.00	86.5	360	5.00	101.5	406	4.00	117.0
169	.00	207.0	305	.00	207.0	361	1.00	156.5	407	7.00	65.0
170	.00	207.0	306	7.00	65.0	362	6.00	86.5	408	5.00	101.5
171	.00	207.0	308	1.00	156.5	363	2.00	142.5	409	7.00	65.0
172	.00	207.0	309	6.00	35.5	364	6.00	35.5	410	7.00	65.0
173	.00	207.0	310	5.00	11.5	365	.00	207.0	411	.00	207.0
174	5.00	31.5	311	6.00	86.5	367	6.00	86.5	412	6.00	86.5
186	.00	207.0	312	5.00	11.5	369	5.00	11.5	413	.00	207.0
191	.00	207.0	313	7.00	65.0	371	4.00	117.0	414	7.00	65.0
193	.00	207.0	314	2.00	192.5	372	7.00	65.0	415	5.00	11.5
199	6.00	86.5	315	.00	207.0	380	5.00	11.5	416	6.00	86.5
200	.00	207.0	317	6.00	35.5	381	.00	207.0	417	.00	207.0
252	3.00	130.5	320	.00	207.0	384	5.00	35.5	418	1.00	156.5
253	.00	207.0	327	5.00	101.5	386	3.00	130.5	420	8.00	35.5
270	4.00	117.0	336	.00	207.0	387	7.00	65.0	422	4.00	117.0
271	3.00	130.5	339	.00	207.0	388	6.00	35.5			
272	.00	207.0	340	4.00	117.0	389	7.00	65.0			
273	7.00	65.0	341	4.00	117.0	391	.00	207.0			
282	5.00	11.5	342	7.00	65.0	392	.00	207.0			

FIRO-B WANTED CONTROL - SCORES AND RANKS

ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK
1	4.00	43.0	45	5.00	27.0	84	1.00	175.5	117	1.00	175.5
3	5.00	27.0	47	2.00	111.5	87	2.00	61.5	118	4.00	43.0
5	1.00	175.5	48	1.00	175.5	88	2.00	111.5	119	4.00	43.0
6	1.00	175.5	49	2.00	111.5	89	2.00	226.5	120	6.00	15.0
8	3.00	61.5	50	4.00	226.5	90	1.00	175.5	121	3.00	61.5
9	6.00	15.0	52	2.00	111.5	91	1.00	175.5	122	1.00	175.5
10	3.00	61.5	53	.00	226.5	92	2.00	111.5	123	2.00	111.5
11	.00	226.5	54	1.00	175.5	93	1.00	1.0	124	4.00	43.0
12	3.00	61.5	57	9.00	2.5	94	1.00	175.5	125	2.00	111.5
14	.00	226.5	58	1.00	175.5	95	1.00	175.5	126	1.00	175.5
15	2.00	111.5	59	1.00	175.5	96	.00	226.5	127	2.00	111.5
16	1.00	175.5	60	1.00	175.5	97	1.00	175.5	128	2.00	111.5
17	1.00	175.5	62	.00	226.5	98	2.00	111.5	129	1.00	175.5
18	2.00	111.5	63	.00	226.5	99	1.00	27.0	130	.00	226.5
19	.00	226.5	65	1.00	175.5	101	.00	226.5	131	3.00	61.5
22	3.00	61.5	66	1.00	175.5	102	2.00	111.5	133	.00	226.5
25	1.00	175.5	67	1.00	175.5	103	3.00	61.5	135	4.00	43.0
26	1.00	175.5	68	1.00	175.5	104	5.00	2.5	136	1.00	175.5
27	2.00	111.5	69	.00	226.5	105	6.00	15.0	137	4.00	43.0
28	1.00	175.5	70	.00	226.5	106	2.00	111.5	138	5.00	27.0
29	.00	226.5	71	6.00	15.0	107	2.00	111.5	139	1.00	175.5
31	.00	226.5	72	3.00	61.5	108	1.00	175.5	140	2.00	111.5
32	2.00	111.5	73	2.00	111.5	109	8.00	2.0	143	1.00	175.5
33	4.00	43.0	76	1.00	175.5	110	1.00	175.5	142	2.00	111.5
35	3.00	61.5	77	2.00	111.5	111	4.00	43.0	143	.00	226.5
38	3.00	61.5	78	1.00	175.5	112	4.00	43.0	144	1.00	175.5
39	5.00	27.0	79	.00	226.5	113	1.00	175.5	145	2.00	111.5
41	.00	226.5	80	1.00	175.5	114	1.00	175.5	146	1.00	111.5
42	.00	226.5	82	1.00	175.5	115	1.00	175.5	147	2.00	111.5
43	5.00	27.0	83	.00	226.5	116	1.00	61.5	148	1.00	175.5
									149	2.00	111.5

FIRO-B WANTED CONTROL - SCORES AND RANKS (CONTINUED)

ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK
150	2.00	111.5	308	.00	228.5	355	.00	228.5	395	2.00	111.5
151	3.00	66.5	309	5.00	27.0	356	2.00	111.5	396	2.00	111.5
153	.00	228.5	310	1.00	175.5	358	1.00	175.5	397	0.00	7.0
154	2.00	111.5	311	1.00	175.5	359	1.00	175.5	398	2.00	111.5
155	2.00	111.5	312	2.00	111.5	360	1.00	175.5	399	3.00	66.5
156	2.00	111.5	313	3.00	66.5	361	5.00	27.0	400	3.00	66.5
157	1.00	175.5	314	4.00	43.0	362	2.00	111.5	401	2.00	111.5
158	.00	228.5	315	.00	228.5	363	1.00	175.5	402	2.00	111.5
159	1.00	175.5	317	5.00	27.0	364	.00	228.5	403	2.00	111.5
160	.00	228.5	320	4.00	43.0	365	1.00	175.5	404	5.00	27.0
161	2.00	111.5	317	6.00	15.0	367	.00	228.5	405	4.00	43.0
162	3.00	66.5	338	3.00	66.5	369	2.00	111.5	406	1.00	175.5
163	2.00	111.5	339	3.00	66.5	371	1.00	175.5	407	2.00	111.5
164	1.00	175.5	340	4.00	43.0	372	6.00	7.0	408	3.00	66.5
165	.00	228.5	341	5.00	27.0	380	2.00	111.5	409	3.00	66.5
166	1.00	175.5	342	5.00	27.0	381	2.00	111.5	410	2.00	111.5
169	.00	228.5	344	.00	228.5	384	3.00	66.5	411	3.00	66.5
170	.00	228.5	346	1.00	175.5	386	1.00	175.5	412	2.00	111.5
171	.00	228.5	347	4.00	43.0	387	5.00	27.0	413	1.00	175.5
172	1.00	175.5	348	2.00	111.5	388	4.00	43.0	414	4.00	43.0
173	.00	228.5	349	5.00	27.0	389	0.00	7.0	415	3.00	66.5
174	1.00	175.5	350	5.00	27.0	391	2.00	111.5	416	4.00	43.0
186	2.00	111.5	351	1.00	175.5	392	5.00	27.0	417	2.00	111.5
191	2.00	111.5	352	1.00	175.5	393	2.00	111.5	418	2.00	111.5
193	2.00	111.5	354	3.00	66.5	394	2.00	111.5	420	2.00	111.5
									422	.00	228.5

FIRO-B WANTED AFFECTION - SCORES AND RANKS

ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK
1	3.00	190.5	47	3.00	190.5	88	4.00	151.5	120	5.00	101.0
3	2.00	210.0	48	5.00	5.0	89	1.00	230.5	121	5.00	101.0
5	6.00	65.0	49	3.00	190.5	90	5.00	5.0	122	6.00	65.0
6	9.00	5.0	50	5.00	101.0	91	5.00	101.0	123	6.00	65.0
8	1.00	230.5	52	5.00	101.0	92	2.00	210.0	124	2.00	210.0
9	3.00	190.5	53	1.00	230.5	93	6.00	27.0	125	5.00	101.0
10	6.00	27.0	54	1.00	230.5	94	2.00	210.0	126	2.00	210.0
11	6.00	65.0	57	4.00	151.5	95	5.00	5.0	127	8.00	27.0
12	4.00	151.5	58	5.00	101.0	96	3.00	190.5	128	5.00	101.0
14	2.00	210.0	59	2.00	210.0	97	3.00	190.5	129	5.00	101.0
15	7.00	44.0	60	5.00	101.0	98	4.00	151.5	130	6.00	65.0
16	2.00	210.0	62	6.00	65.0	99	4.00	151.5	131	7.00	44.0
17	4.00	151.5	63	5.00	5.0	101	6.00	27.0	133	5.00	101.0
18	5.00	101.0	65	5.00	101.0	102	5.00	101.0	135	4.00	151.5
19	5.00	101.0	66	3.00	190.5	103	7.00	44.0	136	6.00	65.0
22	1.00	230.5	67	5.00	101.0	104	6.00	65.0	137	6.00	65.0
25	8.00	27.0	68	5.00	101.0	105	5.00	101.0	138	5.00	101.0
26	4.00	151.5	69	4.00	151.5	106	7.00	44.0	139	6.00	65.0
27	4.00	151.5	70	5.00	101.0	107	6.00	65.0	140	4.00	151.5
28	4.00	151.5	71	1.00	230.5	108	5.00	101.0	143	6.00	151.5
29	5.00	101.0	72	5.00	101.0	109	4.00	151.5	142	7.00	44.0
31	5.00	101.0	73	6.00	65.0	110	6.00	65.0	143	2.00	210.0
32	5.00	101.0	76	2.00	210.0	111	6.00	65.0	144	5.00	101.0
33	8.00	27.0	77	5.00	101.0	112	4.00	151.5	145	5.00	101.0
35	2.00	210.0	78	1.00	230.5	113	7.00	44.0	146	2.00	210.0
38	2.00	210.0	79	5.00	101.0	114	1.00	230.5	147	5.00	5.0
39	5.00	101.0	80	3.00	190.5	115	6.00	27.0	148	1.00	230.5
41	3.00	190.5	82	4.00	151.5	116	5.00	101.0	149	4.00	151.5
42	1.00	230.5	83	4.00	151.5	117	5.00	5.0	150	1.00	230.5
43	1.00	230.5	84	4.00	151.5	118	4.00	151.5	151	6.00	27.0
45	5.00	101.0	87	2.00	210.0	119	6.00	65.0	153	8.00	27.0

FIRO-B WANTED AFFECTION - SCORES AND RANKS (CONTINUED)

ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK
154	4.00	156.5	288	5.00	106.0	342	7.00	44.0
155	5.00	106.0	289	5.00	106.0	343	6.00	65.0
156	6.00	65.0	290	7.00	44.0	346	8.00	27.0
157	4.00	156.5	291	5.00	106.0	347	4.00	156.5
158	5.00	106.0	292	3.00	190.5	348	6.00	65.0
159	5.00	106.0	294	5.00	106.0	349	5.00	106.0
160	5.00	106.0	295	1.00	230.5	350	5.00	5.0
161	5.00	106.0	297	4.00	156.5	351	6.00	27.0
162	3.00	190.5	298	4.00	156.5	352	5.00	106.0
163	5.00	106.0	299	4.00	156.5	354	4.00	156.5
164	4.00	156.5	300	6.00	65.0	355	1.00	230.5
165	1.00	230.5	301	5.00	106.0	356	6.00	65.0
166	1.00	230.5	303	5.00	5.0	358	2.00	210.0
169	4.00	156.5	304	4.00	156.5	359	1.00	230.5
170	4.00	156.5	305	3.00	190.5	360	5.00	106.0
171	1.00	230.5	306	5.00	5.0	361	7.00	44.0
172	5.00	106.0	308	5.00	5.0	362	5.00	106.0
173	7.00	44.0	309	5.00	106.0	363	5.00	5.0
174	6.00	27.0	310	7.00	44.0	364	5.00	106.0
186	4.00	156.5	311	5.00	106.0	365	1.00	230.5
191	1.00	230.5	312	5.00	106.0	367	5.00	106.0
193	1.00	230.5	313	6.00	27.0	369	6.00	27.0
199	4.00	156.5	314	4.00	156.5	371	6.00	65.0
200	1.00	230.5	315	3.00	190.5	372	6.00	27.0
252	4.00	156.5	317	5.00	5.0	380	7.00	44.0
253	4.00	156.5	320	3.00	190.5	381	3.00	190.5
270	1.00	230.5	337	4.00	156.5	384	4.00	156.5
271	5.00	106.0	338	5.00	106.0	386	6.00	65.0
272	1.00	230.5	339	3.00	190.5	387	6.00	65.0
273	6.00	27.0	340	4.00	156.5	388	6.00	27.0
342	7.00	44.0	341	6.00	65.0	389	1.00	230.5

ERWIN IDENTITY SCALE - SCORES AND RANKS

ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK
1	209.00	184.0	45	226.00	90.0	86	269.00	4.0	117	228.00	76.0	149	186.00	194.5
3	187.00	235.5	47	188.00	191.5	87	263.00	5.0	118	215.00	111.5	150	216.00	107.0
5	217.00	182.5	48	248.00	28.5	88	179.00	210.5	119	176.00	217.0	151	219.00	111.5
6	203.00	30.0	49	192.00	179.5	89	216.00	107.0	120	180.00	239.0	168	188.00	191.5
8	169.00	235.5	50	230.00	65.0	90	186.00	170.0	121	183.00	200.0	154	214.00	114.5
9	204.00	151.0	52	190.00	187.5	91	207.00	139.5	122	232.00	57.5	155	170.00	213.5
10	238.00	48.0	53	228.00	82.5	92	224.00	96.5	123	188.00	171.5	164	251.00	19.0
11	134.00	245.0	54	261.00	8.5	93	199.00	167.0	124	226.00	84.0	157	208.00	188.5
12	134.00	245.0	57	128.00	207.8	94	212.00	124.0	125	205.00	147.0	169	191.00	166.0
14	260.00	10.0	58	191.00	185.0	95	157.00	235.5	126	172.00	223.0	159	230.00	68.0
15	222.00	34.0	59	244.00	31.0	96	207.00	139.5	127	210.00	129.5	160	233.00	55.0
16	174.00	221.0	60	261.00	87.5	97	224.00	86.5	128	229.00	69.5	161	166.00	239.5
17	172.00	223.0	62	240.00	41.0	98	160.00	234.0	129	200.00	132.5	162	210.00	129.5
18	179.00	210.5	63	277.00	2.5	99	238.00	84.0	130	200.00	41.0	163	203.00	184.0
19	196.00	174.0	65	228.00	74.0	101	250.00	28.0	131	180.00	204.5	164	205.00	26.5
22	201.00	152.0	66	208.00	135.5	102	207.00	139.5	133	214.00	116.5	165	222.00	94.0
25	226.00	88.0	67	213.00	129.0	103	226.00	74.0	135	186.00	174.0	166	184.00	198.5
26	199.00	167.0	68	176.00	217.0	104	180.00	204.5	136	258.00	11.0	169	246.00	26.5
27	240.00	41.0	69	243.00	34.0	106	202.00	158.0	137	186.00	196.5	170	189.00	167.0
28	215.00	111.5	70	229.00	69.5	106	244.00	31.0	138	223.00	91.0	171	232.00	87.5
29	146.00	240.0	71	180.00	197.5	107	217.00	102.5	139	201.00	162.0	172	180.00	191.5
31	192.00	182.0	72	256.00	12.5	108	230.00	65.0	140	212.00	124.0	173	217.00	2.5
32	209.00	145.5	73	202.00	158.0	109	184.00	204.5	142	209.00	45.5	174	175.00	219.5
33	173.00	242.0	76	237.00	49.0	110	256.00	12.5	143	227.00	72.5	186	239.00	46.5
35	205.00	107.0	77	250.00	14.5	111	261.00	8.5	143	179.00	210.5	191	215.00	111.5
38	194.00	177.5	78	214.00	116.5	112	202.00	158.0	144	236.00	51.5	193	227.00	77.5
39	148.00	227.0	79	206.00	143.0	113	180.00	204.5	145	200.00	164.5	190	214.00	107.0
41	224.00	84.5	80	205.00	147.0	114	241.00	37.5	146	193.00	179.5	200	212.00	124.0
42	198.00	170.0	82	242.00	36.0	115	249.00	22.0	147	212.00	124.0			
43	178.00	213.5	83	220.00	74.0	116	166.00	239.5	148	206.00	25.5			

KEVIN IDENTITY SCALE - SCORES AND RANKS (CONTINUED)

ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK
252	191.00	202.0	315	209.00	132.5	371	225.00	82.5
253	205.00	197.0	317	206.00	142.0	372	191.00	105.0
270	196.00	204.0	320	217.00	102.5	380	192.00	102.0
271	213.00	120.0	337	192.00	202.0	381	161.00	204.0
272	209.00	145.5	339	204.00	15.5	384	202.00	154.0
273	211.00	127.0	339	202.00	167.0	386	233.00	91.0
281	212.00	97.5	340	207.00	10.0	387	165.00	241.0
289	204.00	167.0	341	200.00	160.5	388	162.00	202.0
289	205.00	14.5	342	175.00	210.5	389	100.00	189.0
290	219.00	1.0	344	224.00	86.5	391	220.00	91.0
291	192.00	210.0	346	217.00	102.5	392	177.00	215.0
292	194.00	198.5	349	167.00	228.0	393	207.00	134.5
294	221.00	96.0	346	218.00	98.5	394	230.00	51.5
295	169.00	238.5	349	161.00	233.0	395	192.00	162.0
297	202.00	6.5	350	212.00	67.5	396	214.00	116.5
298	210.00	98.5	351	204.00	11.0	397	217.00	102.5
299	212.00	124.0	352	255.00	14.5	398	220.00	97.0
300	204.00	167.0	354	210.00	61.0	399	206.00	143.0
301	210.00	120.5	355	216.00	61.5	400	202.00	143.0
303	202.00	6.5	356	211.00	61.0	401	180.00	204.5
304	172.00	223.0	356	200.00	91.0	402	199.00	210.5
305	187.00	194.5	359	229.00	69.5	403	143.00	231.5
306	180.00	203.0	360	224.00	86.5	404	224.00	86.5
308	215.00	161.5	361	164.00	174.0	405	210.00	120.5
309	194.00	217.0	362	163.00	231.5	406	201.00	162.0
310	200.00	22.0	363	211.00	61.0	409	217.00	104.5
311	220.00	63.5	364	218.00	74.0	408	202.00	168.0
312	231.00	61.0	365	209.00	22.0	409	200.00	195.5
313	200.00	91.0	367	216.00	51.5	410	210.00	65.0
314	222.00	94.0	369	205.00	103.0	411	154.00	237.0

EIS CONFIDENCE - SCORES AND RANKS

ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK
1	21.00	110.0	45	100.00	65.0	94	116.00	4.5	117	90.00	172.0	109	72.00	210.0
2	66.00	212.0	49	96.00	124.0	97	113.00	6.5	118	90.00	130.0	130	90.00	122.0
3	89.00	135.0	50	105.00	20.0	98	79.00	107.0	119	62.00	232.5	151	90.00	17.0
4	100.00	20.0	51	82.00	174.0	99	55.00	93.0	120	65.00	232.0	153	82.00	174.0
5	70.00	210.0	52	96.00	61.5	100	75.00	202.0	121	94.00	105.5	154	100.00	20.5
6	89.00	135.0	53	90.00	124.0	101	56.00	102.0	122	91.00	112.5	155	84.00	182.0
7	89.00	135.0	54	101.00	13.5	102	67.00	94.5	123	93.00	111.0	156	103.00	44.5
8	89.00	135.0	55	112.00	10.0	103	90.00	107.0	124	102.00	62.5	157	91.00	170.0
9	50.00	204.0	56	51.00	217.0	104	100.00	32.0	125	90.00	104.5	158	77.00	197.0
10	102.00	23.5	57	90.00	64.5	105	59.00	107.0	126	70.00	214.0	159	90.00	77.0
11	89.00	204.0	58	110.00	17.0	106	70.00	102.0	127	90.00	104.0	160	80.00	185.0
12	50.00	204.0	59	99.00	71.0	107	90.00	17.0	128	90.00	77.0	161	70.00	214.0
13	102.00	23.5	60	112.00	6.0	108	77.00	107.0	129	93.00	102.5	162	89.00	135.0
14	100.00	32.0	61	110.00	2.0	109	102.00	44.5	130	103.00	46.5	163	84.00	182.0
15	70.00	204.0	62	57.00	181.0	110	90.00	74.0	131	71.00	212.5	164	100.00	29.0
16	102.00	23.5	63	91.00	115.5	111	90.00	130.0	132	90.00	124.0	165	97.00	84.0
17	77.00	207.0	64	80.00	175.0	112	90.00	124.0	133	70.00	107.0	166	70.00	207.0
18	87.00	151.0	65	100.00	33.0	113	80.00	201.0	134	115.00	6.5	167	101.00	50.5
19	70.00	204.0	66	90.00	71.0	114	81.00	175.0	135	70.00	103.0	170	94.00	94.0
20	90.00	135.0	67	90.00	71.0	115	115.00	4.5	136	90.00	102.5	171	100.00	25.5
21	80.00	171.0	68	100.00	33.0	116	82.00	102.5	137	70.00	102.0	172	82.00	171.0
22	90.00	135.0	69	90.00	71.0	117	90.00	71.0	138	87.00	151.0	173	110.00	4.0
23	80.00	171.0	70	90.00	71.0	118	60.00	210.5	139	94.00	96.0	174	70.00	187.0
24	80.00	171.0	71	100.00	33.0	119	103.00	64.5	140	100.00	84.0	175	100.00	44.5
25	90.00	135.0	72	90.00	71.0	120	111.00	12.5	141	61.00	232.0	181	92.00	110.0
26	80.00	171.0	73	90.00	71.0	121	80.00	102.5	142	102.00	82.5	193	100.00	25.5
27	90.00	135.0	74	90.00	71.0	122	70.00	107.0	143	80.00	104.5	194	90.00	86.0
28	90.00	135.0	75	90.00	71.0	123	90.00	71.0	144	80.00	104.5	200	92.00	102.5
29	90.00	135.0	76	90.00	71.0	124	100.00	33.0	145	90.00	93.0	201	90.00	102.5
30	90.00	135.0	77	90.00	71.0	125	100.00	33.0	146	90.00	93.0	202	90.00	102.5
31	90.00	135.0	78	90.00	71.0	126	90.00	71.0	147	90.00	93.0	203	90.00	102.5
32	90.00	135.0	79	90.00	71.0	127	90.00	71.0	148	90.00	93.0	204	90.00	102.5
33	90.00	135.0	80	90.00	71.0	128	90.00	71.0	149	90.00	93.0	205	90.00	102.5
34	90.00	135.0	81	90.00	71.0	129	90.00	71.0	150	90.00	93.0	206	90.00	102.5
35	90.00	135.0	82	90.00	71.0	130	90.00	71.0	151	90.00	93.0	207	90.00	102.5
36	90.00	135.0	83	90.00	71.0	131	90.00	71.0	152	90.00	93.0	208	90.00	102.5
37	90.00	135.0	84	90.00	71.0	132	90.00	71.0	153	90.00	93.0	209	90.00	102.5
38	90.00	135.0	85	90.00	71.0	133	90.00	71.0	154	90.00	93.0	210	90.00	102.5
39	90.00	135.0	86	90.00	71.0	134	90.00	71.0	155	90.00	93.0	211	90.00	102.5
40	90.00	135.0	87	90.00	71.0	135	90.00	71.0	156	90.00	93.0	212	90.00	102.5
41	90.00	135.0	88	90.00	71.0	136	90.00	71.0	157	90.00	93.0	213	90.00	102.5
42	90.00	135.0	89	90.00	71.0	137	90.00	71.0	158	90.00	93.0	214	90.00	102.5
43	90.00	135.0	90	90.00	71.0	138	90.00	71.0	159	90.00	93.0	215	90.00	102.5

EIS CONFIDENCE - SCORES AND RANKS (CONTINUED)

ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK
270	88.00	171.0	310	96.00	194.5	300	78.00	297.5
271	88.00	174.0	337	72.00	210.0	381	77.00	197.0
272	100.00	94.5	388	100.00	45.0	304	81.00	178.0
273	87.00	181.0	339	84.00	187.0	306	98.00	102.5
281	107.00	29.0	340	100.00	32.0	307	65.00	237.0
286	79.00	197.0	341	84.00	145.5	308	71.00	212.5
283	110.00	17.0	342	67.00	237.0	309	72.00	210.0
290	117.00	3.0	349	112.00	10.5	391	100.00	65.0
291	62.00	232.0	344	89.00	135.0	392	62.00	235.5
292	66.00	224.5	347	87.00	204.0	393	91.00	115.5
294	92.00	192.5	348	88.00	92.0	394	101.00	59.5
295	61.00	248.0	349	88.00	219.5	395	83.00	171.0
297	111.00	13.5	350	86.00	97.5	396	82.00	176.0
298	101.00	28.5	351	96.00	89.5	397	91.00	115.5
299	80.00	181.5	352	100.00	25.0	398	85.00	162.0
300	97.00	81.0	354	26.00	379.0	399	89.00	136.0
301	89.00	125.0	355	100.00	38.0	400	102.00	64.5
303	115.00	6.0	356	100.00	32.0	401	66.00	224.5
304	68.00	227.0	358	89.00	135.0	402	70.00	210.0
305	75.00	202.0	359	100.00	38.0	403	62.00	235.5
306	59.00	261.0	360	100.00	65.0	404	91.00	112.5
308	80.00	194.5	361	74.00	165.5	405	90.00	120.0
309	67.00	222.0	362	79.00	201.0	406	80.00	167.0
310	110.00	17.0	363	96.00	87.5	407	88.00	171.0
311	101.00	28.5	364	100.00	39.0	408	90.00	102.5
312	102.00	28.5	365	111.00	10.5	409	80.00	167.0
318	99.00	102.5	367	101.00	69.5	410	96.00	87.5
314	92.00	110.0	368	86.00	157.0	417	80.00	164.5
315	93.00	102.5	371	97.00	150.0	418	100.00	25.5
317	62.00	171.0	372	70.00	200.0	420	80.00	164.5

RIS SEXUAL IDENTITY - SCORES AND RANKS

ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK
1	54.00	136.0	46	68.00	93.0	84	86.00	3.0	119	83.00	3.0	108	71.00	69.0
2	59.00	122.0	47	69.00	92.0	87	72.00	58.0	110	78.00	94.0	100	61.00	168.0
3	61.00	106.0	48	70.00	91.0	88	51.00	218.0	111	56.00	198.0	181	87.00	108.0
4	69.00	84.0	49	86.00	79.0	89	89.00	177.0	112	63.00	214.0	103	83.00	212.0
5	69.00	126.0	50	73.00	90.0	90	89.00	177.0	121	56.00	198.0	149	56.00	198.0
6	73.00	213.0	51	86.00	90.0	91	69.00	86.0	122	78.00	58.0	135	94.00	239.0
7	86.00	87.0	52	64.00	128.0	92	61.00	108.0	123	81.00	210.0	146	78.00	20.0
8	86.00	204.0	53	86.00	86.0	93	86.00	205.0	124	64.00	123.0	157	61.00	168.0
9	86.00	204.0	54	86.00	86.0	94	86.00	205.0	125	69.00	86.0	158	53.00	212.0
10	86.00	204.0	55	86.00	86.0	95	86.00	205.0	126	87.00	108.0	159	63.00	194.0
11	86.00	204.0	56	86.00	86.0	96	86.00	205.0	127	69.00	86.0	160	82.00	12.0
12	86.00	204.0	57	86.00	86.0	97	86.00	205.0	128	78.00	58.0	161	94.00	239.0
13	86.00	204.0	58	86.00	86.0	98	86.00	205.0	129	69.00	86.0	162	69.00	86.0
14	86.00	204.0	59	86.00	86.0	99	86.00	205.0	130	74.00	50.0	163	89.00	172.0
15	86.00	204.0	60	86.00	86.0	100	86.00	205.0	131	63.00	104.0	164	81.00	15.0
16	86.00	204.0	61	86.00	86.0	101	86.00	205.0	132	69.00	86.0	165	60.00	232.0
17	86.00	204.0	62	86.00	86.0	102	86.00	205.0	133	69.00	86.0	166	68.00	104.0
18	86.00	204.0	63	86.00	86.0	103	86.00	205.0	134	78.00	58.0	167	72.00	80.0
19	86.00	204.0	64	86.00	86.0	104	86.00	205.0	135	69.00	86.0	168	86.00	209.0
20	86.00	204.0	65	86.00	86.0	105	86.00	205.0	136	78.00	58.0	169	66.00	110.0
21	86.00	204.0	66	86.00	86.0	106	86.00	205.0	137	74.00	50.0	170	55.00	206.0
22	86.00	204.0	67	86.00	86.0	107	86.00	205.0	138	74.00	50.0	171	66.00	110.0
23	86.00	204.0	68	86.00	86.0	108	86.00	205.0	139	74.00	50.0	172	55.00	206.0
24	86.00	204.0	69	86.00	86.0	109	86.00	205.0	140	74.00	50.0	173	66.00	110.0
25	86.00	204.0	70	86.00	86.0	110	86.00	205.0	141	74.00	50.0	174	66.00	110.0
26	86.00	204.0	71	86.00	86.0	111	86.00	205.0	142	74.00	50.0	175	66.00	110.0
27	86.00	204.0	72	86.00	86.0	112	86.00	205.0	143	74.00	50.0	176	66.00	110.0
28	86.00	204.0	73	86.00	86.0	113	86.00	205.0	144	74.00	50.0	177	66.00	110.0
29	86.00	204.0	74	86.00	86.0	114	86.00	205.0	145	74.00	50.0	178	66.00	110.0
30	86.00	204.0	75	86.00	86.0	115	86.00	205.0	146	74.00	50.0	179	66.00	110.0
31	86.00	204.0	76	86.00	86.0	116	86.00	205.0	147	74.00	50.0	180	66.00	110.0
32	86.00	204.0	77	86.00	86.0	117	86.00	205.0	148	74.00	50.0	181	66.00	110.0
33	86.00	204.0	78	86.00	86.0	118	86.00	205.0	149	74.00	50.0	182	66.00	110.0
34	86.00	204.0	79	86.00	86.0	119	86.00	205.0	150	74.00	50.0	183	66.00	110.0
35	86.00	204.0	80	86.00	86.0	120	86.00	205.0	151	74.00	50.0	184	66.00	110.0
36	86.00	204.0	81	86.00	86.0	121	86.00	205.0	152	74.00	50.0	185	66.00	110.0
37	86.00	204.0	82	86.00	86.0	122	86.00	205.0	153	74.00	50.0	186	66.00	110.0
38	86.00	204.0	83	86.00	86.0	123	86.00	205.0	154	74.00	50.0	187	66.00	110.0
39	86.00	204.0	84	86.00	86.0	124	86.00	205.0	155	74.00	50.0	188	66.00	110.0
40	86.00	204.0	85	86.00	86.0	125	86.00	205.0	156	74.00	50.0	189	66.00	110.0
41	86.00	204.0	86	86.00	86.0	126	86.00	205.0	157	74.00	50.0	190	66.00	110.0
42	86.00	204.0	87	86.00	86.0	127	86.00	205.0	158	74.00	50.0	191	66.00	110.0
43	86.00	204.0	88	86.00	86.0	128	86.00	205.0	159	74.00	50.0	192	66.00	110.0
44	86.00	204.0	89	86.00	86.0	129	86.00	205.0	160	74.00	50.0	193	66.00	110.0
45	86.00	204.0	90	86.00	86.0	130	86.00	205.0	161	74.00	50.0	194	66.00	110.0
46	86.00	204.0	91	86.00	86.0	131	86.00	205.0	162	74.00	50.0	195	66.00	110.0
47	86.00	204.0	92	86.00	86.0	132	86.00	205.0	163	74.00	50.0	196	66.00	110.0
48	86.00	204.0	93	86.00	86.0	133	86.00	205.0	164	74.00	50.0	197	66.00	110.0
49	86.00	204.0	94	86.00	86.0	134	86.00	205.0	165	74.00	50.0	198	66.00	110.0
50	86.00	204.0	95	86.00	86.0	135	86.00	205.0	166	74.00	50.0	199	66.00	110.0
51	86.00	204.0	96	86.00	86.0	136	86.00	205.0	167	74.00	50.0	200	66.00	110.0
52	86.00	204.0	97	86.00	86.0	137	86.00	205.0	168	74.00	50.0	201	66.00	110.0
53	86.00	204.0	98	86.00	86.0	138	86.00	205.0	169	74.00	50.0	202	66.00	110.0
54	86.00	204.0	99	86.00	86.0	139	86.00	205.0	170	74.00	50.0	203	66.00	110.0
55	86.00	204.0	100	86.00	86.0	140	86.00	205.0	171	74.00	50.0	204	66.00	110.0
56	86.00	204.0	101	86.00	86.0	141	86.00	205.0	172	74.00	50.0	205	66.00	110.0
57	86.00	204.0	102	86.00	86.0	142	86.00	205.0	173	74.00	50.0	206	66.00	110.0
58	86.00	204.0	103	86.00	86.0	143	86.00	205.0	174	74.00	50.0	207	66.00	110.0
59	86.00	204.0	104	86.00	86.0	144	86.00	205.0	175	74.00	50.0	208	66.00	110.0
60	86.00	204.0	105	86.00	86.0	145	86.00	205.0	176	74.00	50.0	209	66.00	110.0
61	86.00	204.0	106	86.00	86.0	146	86.00	205.0	177	74.00	50.0	210	66.00	110.0
62	86.00	204.0	107	86.00	86.0	147	86.00	205.0	178	74.00	50.0	211	66.00	110.0
63	86.00	204.0	108	86.00	86.0	148	86.00	205.0	179	74.00	50.0	212	66.00	110.0
64	86.00	204.0	109	86.00	86.0	149	86.00	205.0	180	74.00	50.0	213	66.00	110.0
65	86.00	204.0	110	86.00	86.0	150	86.00	205.0	181	74.00	50.0	214	66.00	110.0
66	86.00	204.0	111	86.00	86.0	151	86.00	205.0	182	74.00	50.0	215	66.00	110.0
67	86.00	204.0	112	86.00	86.0	152	86.00	205.0	183	74.00	50.0	216	66.00	110.0
68	86.00	204.0	113	86.00	86.0	153	86.00	205.0	184	74.00	50.0	217	66.00	110.0
69	86.00	204.0	114	86.00	86.0	154	86.00	205.0	185	74.00	50.0	218	66.00	110.0
70	86.00	204.0	115	86.00	86.0	155	86.00	205.0	186	74.00	50.0	219	66.00	110.0
71	86.00	204.0	116	86.00	86.0	156	86.00	205.0	187	74.00	50.0	220	66.00	110.0
72	86.00	204.0	117	86.00	86.0	157	86.00	205.0	188	74.00	50.0	221	66.00	110.0
73	86.00	204.0	118	86.00	86.0	158	86.00	205.0	189	74.00	50.0	222	66.00	110.0
74	86.00	204.0	119	86.00	86.0	159	86.00	205.0	190	74.00	50.0	223	66.00	110.0
75	86.00	204.0	120	86.00	86.0	160	86.00	205.0	191	74.00	50.0	224	66.00	110.0
76	86.00	204.0	121	86.00	86.0	161	86.00	205.0	192	74.00	50.0	225	66.00	110.0
77	86.00	204.0	122	86.00	86.0	162	86.00	205.0	193	74.00	50.0	226	66.00	110.0
78	86.00	204.0	123	86.00	86.0	163	86.00	205.0	194	74.00	50.0	227	66.00	110.0
79	86.00	204.0	124	86.00	86.0	164	86.00	205.0	195	74.00	50.0	228	66.00	110.0
80	86.00	204.0	125	86.00	86.0	165	86.00	205.0	196	74.00	50.0	229	66.00	110.0
81	86.00	204.0	126	86.00	86.0	166	86.00	205.0	197	74.00	50.0	230	66.00	110.0
82	86.00	204.0	127	86.00	86.0	167	86.00	205.0	198	74.00	50.0	231	66.00	110.0
83	86.00	204.0	128	86.00	86.0	168	86.00	205.0	199	74.00	50.0	232	66.00	110.0
84	86.00	204.0	129	86.00	86.0	169	86.00	205.0	200	74.00	50.0	233	66.00	110.0
85	86.00	204.0	130	86.00	86.0	170	86.00	205.0	201	74.00	50.0	234	66.00	110.0
86	86.00	204.0	131	86.00	86.0	171	86.00	205.0	202	74.00	50.0	235	66.00	110.0
87	86.00	204.0	132	86.00	86.0									

EIS SEXUAL IDENTITY - SCORES AND RANKS (CONTINUED)

ID	SCORE	RANK	TD	SCORE	RANK	TD	SCORE	RANK	TD	SCORE	RANK
216	65.00	122.5	310	64.00	123.5	315	78.00	104.00	36.5	57.00	194.0
217	63.00	104.0	287	60.00	146.0	316	64.00	106.0	34.5	67.00	164.0
222	63.00	104.0	288	79.00	121.5	317	61.00	166.0	31.0	69.00	86.5
223	70.00	74.0	289	66.00	116.5	318	79.00	104.00	32.5	49.00	224.0
224	68.00	97.5	290	79.00	122.5	320	64.00	104.00	33.5	49.00	224.0
226	66.00	110.5	291	78.00	104.0	322	64.00	104.00	33.5	48.00	97.5
229	76.00	54.5	292	62.00	123.5	323	69.00	86.00	36.0	68.00	16.0
230	86.00	8.0	293	60.00	146.0	324	66.00	106.0	34.5	70.00	16.0
231	53.00	177.0	294	61.00	123.5	325	61.00	166.0	31.0	70.00	16.0
232	51.00	210.0	297	60.00	146.0	326	70.00	104.00	32.5	70.00	16.0
233	62.00	122.5	298	60.00	146.0	327	60.00	146.0	34.5	70.00	16.0
235	56.00	164.0	299	67.00	98.0	328	60.00	146.0	34.5	70.00	16.0
237	75.00	44.5	300	68.00	84.5	329	72.00	82.5	35.5	72.00	16.0
238	56.00	164.0	301	71.00	54.5	331	60.00	146.0	34.5	70.00	16.0
239	76.00	41.0	302	68.00	84.5	332	64.00	104.00	33.5	70.00	16.0
240	68.00	97.5	313	65.00	124.5	333	67.00	104.00	32.5	70.00	16.0
241	76.00	41.0	315	71.00	54.5	334	72.00	82.5	35.5	70.00	16.0
242	71.00	58.5	316	66.00	106.0	335	64.00	104.00	33.5	70.00	16.0
243	58.00	128.0	318	72.00	82.5	336	66.00	106.0	34.5	70.00	16.0
244	59.00	127.0	319	64.00	104.00	337	69.00	86.00	36.0	70.00	16.0
245	53.00	177.0	320	60.00	146.0	338	70.00	104.00	32.5	70.00	16.0
246	60.00	104.0	321	62.00	123.5	339	62.00	104.00	33.5	70.00	16.0
247	59.00	127.0	322	61.00	166.0	340	61.00	166.0	31.0	70.00	16.0
248	70.00	74.0	323	79.00	122.5	341	67.00	98.00	36.0	70.00	16.0
249	66.00	110.5	324	60.00	146.0	342	60.00	146.0	34.5	70.00	16.0
250	76.00	41.0	325	70.00	104.00	343	60.00	146.0	34.5	70.00	16.0
251	71.00	58.5	326	60.00	146.0	344	60.00	146.0	34.5	70.00	16.0
252	59.00	127.0	327	60.00	146.0	345	60.00	146.0	34.5	70.00	16.0
253	71.00	58.5	328	60.00	146.0	346	60.00	146.0	34.5	70.00	16.0
254	59.00	127.0	329	60.00	146.0	347	60.00	146.0	34.5	70.00	16.0
255	71.00	58.5	330	60.00	146.0	348	60.00	146.0	34.5	70.00	16.0

EIS CONCEPTIONS ABOUT BODY AND APPEARANCE SCORES AND RANKS

ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK
1	55.00	101.5	46	58.00	115.0	84	67.00	36.0	117	65.00	101.5	100	68.00	231.0
2	31.00	176.5	47	54.00	101.0	87	77.00	8.0	118	56.00	104.0	120	64.00	64.0
3	61.00	90.0	48	61.00	86.0	88	49.00	105.5	119	55.00	110.0	181	60.00	93.5
4	65.00	84.0	49	55.00	101.5	89	62.00	67.0	120	49.00	234.0	122	50.00	155.0
5	60.00	106.5	50	61.00	86.0	90	64.00	59.0	121	43.00	231.0	124	60.00	106.5
6	62.00	97.0	51	64.00	220.5	91	62.00	155.0	122	48.00	218.5	125	48.00	205.0
7	62.00	97.0	52	60.00	94.5	92	66.00	40.0	123	54.00	101.0	126	70.00	16.5
8	62.00	97.0	53	60.00	94.5	93	59.00	100.0	124	60.00	99.5	127	60.00	40.0
9	60.00	106.5	54	60.00	94.5	94	45.00	234.5	125	40.00	205.0	128	61.00	50.0
10	37.00	204.5	55	52.00	105.0	95	40.00	231.0	126	40.00	205.0	129	69.00	22.5
11	70.00	1.5	56	62.00	67.0	96	60.00	25.5	127	51.00	174.5	130	62.00	51.0
12	51.00	160.0	57	60.00	22.5	97	64.00	131.0	128	50.00	110.0	161	50.00	102.5
13	51.00	160.0	58	64.00	22.0	98	42.00	231.0	129	54.00	101.0	162	52.00	106.0
14	32.00	243.0	59	70.00	16.0	99	60.00	93.5	130	62.00	95.5	163	60.00	110.0
15	47.00	212.5	60	65.00	44.0	100	50.00	25.5	131	46.00	217.5	164	60.00	93.5
16	40.00	270.5	61	53.00	110.0	101	60.00	93.5	132	53.00	101.5	165	70.00	4.5
17	62.00	62.0	62	61.00	80.0	102	59.00	106.5	133	53.00	106.0	166	45.00	217.0
18	59.00	106.5	63	45.00	205.0	103	62.00	67.0	134	70.00	16.5	167	72.00	9.5
19	61.00	90.0	64	60.00	94.0	104	59.00	106.5	135	40.00	205.0	170	51.00	174.5
20	59.00	106.5	65	60.00	94.0	105	60.00	93.5	136	53.00	101.5	171	50.00	110.0
21	40.00	270.5	66	61.00	80.0	106	60.00	93.5	137	40.00	195.5	172	60.00	104.5
22	62.00	62.0	67	61.00	80.0	107	60.00	93.5	138	40.00	195.5	173	72.00	9.5
23	59.00	106.5	68	45.00	205.0	108	64.00	40.0	139	40.00	195.5	174	40.00	205.0
24	61.00	90.0	69	60.00	94.0	109	70.00	16.5	140	62.00	67.0	175	50.00	104.5
25	33.00	217.5	70	62.00	62.0	110	69.00	32.5	141	61.00	90.0	181	51.00	174.5
26	60.00	90.0	71	50.00	110.0	111	55.00	101.5	142	50.00	101.5	193	52.00	106.0
27	59.00	106.5	72	53.00	105.0	112	45.00	234.5	143	52.00	106.0	194	52.00	106.0
28	60.00	90.0	73	50.00	110.0	113	45.00	234.5	144	40.00	195.5	195	50.00	101.5
29	60.00	90.0	74	50.00	110.0	114	40.00	234.5	145	40.00	195.5	200	40.00	334.5
30	60.00	90.0	75	61.00	80.0	115	70.00	16.5	146	40.00	195.5	201	40.00	334.5
31	40.00	270.5	76	61.00	80.0	116	40.00	234.5	147	40.00	195.5	202	40.00	334.5
32	40.00	270.5	77	61.00	80.0	117	40.00	234.5	148	40.00	195.5	203	40.00	334.5
33	40.00	270.5	78	61.00	80.0	118	40.00	234.5	149	40.00	195.5	204	40.00	334.5
34	40.00	270.5	79	61.00	80.0	119	40.00	234.5	150	40.00	195.5	205	40.00	334.5
35	40.00	270.5	80	61.00	80.0	120	40.00	234.5	151	40.00	195.5	206	40.00	334.5
36	40.00	270.5	81	61.00	80.0	121	40.00	234.5	152	40.00	195.5	207	40.00	334.5
37	40.00	270.5	82	61.00	80.0	122	40.00	234.5	153	40.00	195.5	208	40.00	334.5
38	40.00	270.5	83	61.00	80.0	123	40.00	234.5	154	40.00	195.5	209	40.00	334.5
39	40.00	270.5	84	61.00	80.0	124	40.00	234.5	155	40.00	195.5	210	40.00	334.5
40	40.00	270.5	85	61.00	80.0	125	40.00	234.5	156	40.00	195.5	211	40.00	334.5
41	40.00	270.5	86	61.00	80.0	126	40.00	234.5	157	40.00	195.5	212	40.00	334.5
42	40.00	270.5	87	61.00	80.0	127	40.00	234.5	158	40.00	195.5	213	40.00	334.5
43	40.00	270.5	88	61.00	80.0	128	40.00	234.5	159	40.00	195.5	214	40.00	334.5

EIS CONECTIONS ABOUT BODY AND APPEARANCE SCORES AND RANKS (CONTINUED)

ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK	ID	SCORE	RANK
210	48.00	202.0	240	62.00	182.0	240	62.00	182.0	240	62.00	182.0
211	60.00	99.0	237	60.00	182.0	241	48.00	182.0	241	48.00	182.0
212	72.00	8.0	238	67.00	24.0	242	66.00	101.0	242	66.00	101.0
213	84.00	101.0	239	60.00	182.0	243	60.00	182.0	243	60.00	182.0
214	60.00	99.0	240	67.00	24.0	244	67.00	24.0	244	67.00	24.0
215	72.00	8.0	241	60.00	182.0	245	60.00	182.0	245	60.00	182.0
216	84.00	101.0	242	60.00	182.0	246	60.00	182.0	246	60.00	182.0
217	60.00	99.0	243	60.00	182.0	247	60.00	182.0	247	60.00	182.0
218	72.00	8.0	244	60.00	182.0	248	60.00	182.0	248	60.00	182.0
219	84.00	101.0	245	60.00	182.0	249	60.00	182.0	249	60.00	182.0
220	60.00	99.0	246	60.00	182.0	250	60.00	182.0	250	60.00	182.0
221	72.00	8.0	247	60.00	182.0	251	60.00	182.0	251	60.00	182.0
222	84.00	101.0	248	60.00	182.0	252	60.00	182.0	252	60.00	182.0
223	60.00	99.0	249	60.00	182.0	253	60.00	182.0	253	60.00	182.0
224	72.00	8.0	250	60.00	182.0	254	60.00	182.0	254	60.00	182.0
225	84.00	101.0	251	60.00	182.0	255	60.00	182.0	255	60.00	182.0
226	60.00	99.0	252	60.00	182.0	256	60.00	182.0	256	60.00	182.0
227	72.00	8.0	253	60.00	182.0	257	60.00	182.0	257	60.00	182.0
228	84.00	101.0	254	60.00	182.0	258	60.00	182.0	258	60.00	182.0
229	60.00	99.0	255	60.00	182.0	259	60.00	182.0	259	60.00	182.0
230	72.00	8.0	256	60.00	182.0	260	60.00	182.0	260	60.00	182.0
231	84.00	101.0	257	60.00	182.0	261	60.00	182.0	261	60.00	182.0
232	60.00	99.0	258	60.00	182.0	262	60.00	182.0	262	60.00	182.0
233	72.00	8.0	259	60.00	182.0	263	60.00	182.0	263	60.00	182.0
234	84.00	101.0	260	60.00	182.0	264	60.00	182.0	264	60.00	182.0
235	60.00	99.0	261	60.00	182.0	265	60.00	182.0	265	60.00	182.0
236	72.00	8.0	262	60.00	182.0	266	60.00	182.0	266	60.00	182.0
237	84.00	101.0	263	60.00	182.0	267	60.00	182.0	267	60.00	182.0
238	60.00	99.0	264	60.00	182.0	268	60.00	182.0	268	60.00	182.0
239	72.00	8.0	265	60.00	182.0	269	60.00	182.0	269	60.00	182.0
240	84.00	101.0	266	60.00	182.0	270	60.00	182.0	270	60.00	182.0
241	60.00	99.0	267	60.00	182.0	271	60.00	182.0	271	60.00	182.0
242	72.00	8.0	268	60.00	182.0	272	60.00	182.0	272	60.00	182.0
243	84.00	101.0	269	60.00	182.0	273	60.00	182.0	273	60.00	182.0
244	60.00	99.0	270	60.00	182.0	274	60.00	182.0	274	60.00	182.0
245	72.00	8.0	271	60.00	182.0	275	60.00	182.0	275	60.00	182.0
246	84.00	101.0	272	60.00	182.0	276	60.00	182.0	276	60.00	182.0
247	60.00	99.0	273	60.00	182.0	277	60.00	182.0	277	60.00	182.0
248	72.00	8.0	274	60.00	182.0	278	60.00	182.0	278	60.00	182.0
249	84.00	101.0	275	60.00	182.0	279	60.00	182.0	279	60.00	182.0
250	60.00	99.0	276	60.00	182.0	280	60.00	182.0	280	60.00	182.0
251	72.00	8.0	277	60.00	182.0	281	60.00	182.0	281	60.00	182.0
252	84.00	101.0	278	60.00	182.0	282	60.00	182.0	282	60.00	182.0
253	60.00	99.0	279	60.00	182.0	283	60.00	182.0	283	60.00	182.0
254	72.00	8.0	280	60.00	182.0	284	60.00	182.0	284	60.00	182.0
255	84.00	101.0	281	60.00	182.0	285	60.00	182.0	285	60.00	182.0
256	60.00	99.0	282	60.00	182.0	286	60.00	182.0	286	60.00	182.0
257	72.00	8.0	283	60.00	182.0	287	60.00	182.0	287	60.00	182.0
258	84.00	101.0	284	60.00	182.0	288	60.00	182.0	288	60.00	182.0
259	60.00	99.0	285	60.00	182.0	289	60.00	182.0	289	60.00	182.0
260	72.00	8.0	286	60.00	182.0	290	60.00	182.0	290	60.00	182.0
261	84.00	101.0	287	60.00	182.0	291	60.00	182.0	291	60.00	182.0
262	60.00	99.0	288	60.00	182.0	292	60.00	182.0	292	60.00	182.0
263	72.00	8.0	289	60.00	182.0	293	60.00	182.0	293	60.00	182.0
264	84.00	101.0	290	60.00	182.0	294	60.00	182.0	294	60.00	182.0
265	60.00	99.0	291	60.00	182.0	295	60.00	182.0	295	60.00	182.0
266	72.00	8.0	292	60.00	182.0	296	60.00	182.0	296	60.00	182.0
267	84.00	101.0	293	60.00	182.0	297	60.00	182.0	297	60.00	182.0
268	60.00	99.0	294	60.00	182.0	298	60.00	182.0	298	60.00	182.0
269	72.00	8.0	295	60.00	182.0	299	60.00	182.0	299	60.00	182.0
270	84.00	101.0	296	60.00	182.0	300	60.00	182.0	300	60.00	182.0
271	60.00	99.0	297	60.00	182.0	301	60.00	182.0	301	60.00	182.0
272	72.00	8.0	298	60.00	182.0	302	60.00	182.0	302	60.00	182.0
273	84.00	101.0	299	60.00	182.0	303	60.00	182.0	303	60.00	182.0
274	60.00	99.0	300	60.00	182.0	304	60.00	182.0	304	60.00	182.0
275	72.00	8.0	301	60.00	182.0	305	60.00	182.0	305	60.00	182.0
276	84.00	101.0	302	60.00	182.0	306	60.00	182.0	306	60.00	182.0
277	60.00	99.0	303	60.00	182.0	307	60.00	182.0	307	60.00	182.0
278	72.00	8.0	304	60.00	182.0	308	60.00	182.0	308	60.00	182.0
279	84.00	101.0	305	60.00	182.0	309	60.00	182.0	309	60.00	182.0
280	60.00	99.0	306	60.00	182.0	310	60.00	182.0	310	60.00	182.0
281	72.00	8.0	307	60.00	182.0	311	60.00	182.0	311	60.00	182.0
282	84.00	101.0	308	60.00	182.0	312	60.00	182.0	312	60.00	182.0
283	60.00	99.0	309	60.00	182.0	313	60.00	182.0	313	60.00	182.0
284	72.00	8.0	310	60.00	182.0	314	60.00	182.0	314	60.00	182.0
285	84.00	101.0	311	60.00	182.0	315	60.00	182.0	315	60.00	182.0
286	60.00	99.0	312	60.00	182.0	316	60.00	182.0	316	60.00	182.0
287	72.00	8.0	313	60.00	182.0	317	60.00	182.0	317	60.00	182.0
288	84.00	101.0	314	60.00	182.0	318	60.00	182.0	318	60.00	182.0
289	60.00	99.0	315	60.00	182.0	319	60.00	182.0	319	60.00	182.0
290	72.00	8.0	316	60.00	182.0	320	60.00	182.0	320	60.00	182.0
291	84.00	101.0	317	60.00	182.0	321	60.00	182.0	321	60.00	182.0
292	60.00	99.0	318	60.00	182.0	322	60.00	182.0	322	60.00	182.0
293	72.00	8.0	319	60.00	182.0	323	60.00	182.0	323	60.00	182.0
294	84.00	101.0	320	60.00	182.0	324	60.00	182.0	324	60.00	182.0
295	60.00	99.0	321	60.00	182.0	325	60.00	182.0	325	60.00	182.0
296	72.00	8.0	322	60.00	182.0	326	60.00	182.0	326	60.00	182.0
297	84.00	101.0	323	60.00	182.0	327	60.00	182.0	327	60.00	182.0
298	60.00	99.0	324	60.00	182.0	328	60.00	182.0	328	60.00	182.0
299	72.00	8.0	325	60.00	182.0	329	60.00	182.0	329	60.00	182.0
300	84.00	101.0	326	60.00	182.0	330	60.00	182.0	330	60.00	182.0

B I B L I O G R A P H Y

BIBLIOGRAPHY

- Adams, Gerald R., & Fitch, Steven A. (1982). Ego stage and identity status development: A cross-sequential analysis. Journal of Personality and Social Psychology, 43, 574-583.
- Adamek, Raymond J., & Miller, Mike. (1982, May). Changes in coed, sex-role concepts: 1969-1980. Paper presented at the meeting of the North Central Sociological Association, Detroit.
- Alishio, Kip C., & Schilling, Karen M. (1983). Sex differences in intellectual and ego development. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago.
- Angrist, S. (1970). Counseling college women about careers. Journal of College Student Personnel, 43, 190-198.
- Archer, Sally. (1985). Career and/or family: The identity process for adolescent girls. Youth and Society, 16, 289-314.
- Ashway, Judith A. (1980). The changing needs of female adolescents. Adolescent Psychiatry, 8, 482-497.
- Atkinson, J. W., & Raynor, J. O. (Eds.). (1974). Motivation and Achievement. Washington, D.C.: Hemisphere Publishing.
- Avery, Donna M. (1981). Critical events shaping the Hispanic woman's identity. Unpublished manuscript, Chicago State University, Center for Women's Identity Studies, Illinois.
- Babladelis, Georgia. (1978). Sex-role concepts and flexibility on measures of thinking, feeling, and behaving. Psychological Reports, 42, 99-105.
- Bardwick, Judith M. (1970). Feminine personality and conflict. Belmont, CA: Brooks/Cole.
- Bardwick, Judith M. (1971). Psychology of women: A study of bio-cultural conflicts. New York: Harper and Row.
- Bardwick, Judith M. (1979). In transition: How feminism, sexual liberation and the search for self-fulfillment have altered American life. New York: Holt, Rinehart & Winston.

- Bardwick, Judith M., & Douvan, E. (1971). Ambivalence: The socialization of women. In V. Gornick & B. K. Moran (Eds.) Women in a sexist society. New York: Basic Books.
- Bardwick, Judith M.; Douvan, Elizabeth; Horner, Matina; & Gutmann, David. (1981). Feminine personality and conflict. Westport, CT: Greenwood Press.
- Barnett, Rosalind C., & Baruch, Grace. (1978). The competent woman. New York: Irvington Publishers.
- Baruch, Grace K. (1976). Girls who perceive themselves as competent: Some antecedents and correlates. Psychology of Women Quarterly, 1, 38-49.
- Bem, Sandra L. (1974). The measurement of psychological androgyny. Journal of Consulting and Clinical Psychology, 42, 155-162.
- Bem, Sandra L. (1975, May). Beyond androgyny: Some presumptions prescriptions for a liberated sexual identity. Keynote address at the APA-NIMH Conference on the Research Needs of Women. Madison, WI. (Mimeographed).
- Bernard, J. (1975). Women, wives, mothers: Values and options. Chicago: Aldine Publishing.
- Billings, Victoria. (1974). The womanbook. Los Angeles: Wollstonecraft.
- Bion, W. (1949). Experiences in groups: III, IV. Human Relations, 2, 13-22.
- Birnbaum, Judith. (1975). Life patterns and self-esteem in gifted family-oriented and career-committed women. In Martha T. S. Mednick, Sandra S. Tangri & Los W. Hoffman (Eds.). Women and achievement: Social and motivational analysis. Washington, D.C.: Hemisphere Publishing.
- Bourne, E. (1978a). The state of research on ego identity: A review and appraisal, Part I. Journal of Youth and Adolescence, 7, 223-252.
- Bourne, E. (1978b). The state of research on ego identity: A review and appraisal, Part II. Journal of Youth and Adolescence, 7, 371-392.
- Brownmiller, Susan. (1984). Femininity. New York: Linden Press/and Schuster.
- Burton, Stephen, & Goggin, William C. (1985). Age, gender, and interpersonal behavior development using the FIRO-BC. Journal of personality assessment, 49, 168-171.

- Campbell, Eugene. (1985). Adolescent identity status and current familial relationships during separation. Dissertation Abstracts International, 45, 3092B.
- Chickering, Arthur. (1969). Education and identity. San Francisco: Jossey-Bass.
- Chickering, Arthur. (1964). Dimensions of independence. Journal of Higher Education, 35, 38-41.
- Chickering, Joanne N. (1983). Interdependence as a goal for survival and growth. Personnel and Guidance Journal, 62, 92-95.
- Chodorow, Nancy. (1971). Being and doing; A cross-cultural examination of the socialization of males and females. In V. Gornick and B. Moran (Eds.), Women in a sexist society. New York: New American Library.
- Chodorow, Nancy. (1974). Family structure and feminine personality. In Michele Rosaldo & Lois Lampere (Eds.), Women, culture and society. Stanford, CA: Stanford University.
- Cicirelli, Victor G. (1980). A comparison of college women's feelings toward their siblings and parents. Journal of Marriage and Family, 42, 111-118.
- Clarke, Pamela, & Kleine, Paul F. (1984, April). Parental Identification, traditionality and identity status in adolescent females. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Cooper, Stewart E., & Robinson, Debra A. G. (1984, May). A Comparison of male and female high-tech students on career, home and leisure values. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago.
- Crow, Lester D., & Graham, Thomas F. (1973). Human development and adjustment. Totowa, NJ: Littlefield, Adams.
- Davidson, Sherman, & Packard, Ted. (1980-1981). The therapeutic value of friendship between women. Psychology of Women Quarterly, 5, 495-509.
- Didion, Joan. (1961). Slouching towards Bethlehem. New York: Farrar, Straus, and Giroux.
- Dobson, Judith Shelton; Gray, Barbara; & Morrison, Kenneth. (1976). Stars and isolates: An examination of self-concept and interpersonal behavior. Humanist Educator, 15, 86-90.

- Donelson, Elaine, & Gullahorn, Jeanne E. (1977). Women: A psychological perspective. New York: John Wiley & Sons.
- Douvan, Elizabeth. (1970). New sources of conflict in females at adolescence and early adulthood. In Judith Bardwick, Elizabeth Douvan, Martina Horner, & David Gutmann (Eds.), Feminine personality and conflict. Belmont, CA: Brooks/Cole Publishing.
- Douvan, Elizabeth, & Adelson, J. (1966). The adolescent experience. New York: Wiley.
- Ender, Steven Carl. (1982). The impact of a peer helper training program on the maturity and self-confidence of undergraduate students. Dissertation Abstracts International, 42 4298-4299A.
- Erikson, Erik H. (1950). Growth and crisis of the 'healthy personality'. In M. J. E. Senn (Ed.). Symposium on the Healthy Personality: Supplement II (pp. 90-146). New York: Josiah Macy, Jr. Foundation.
- Erikson, Erik H. (1956). The problem of ego identity. Journal of The American Psychoanalytic Association, 4, 56-121.
- Erikson, Erik H. (1959). Identity and the life cycle. Psychological Issues, 1, 83-91, 118.
- Erikson, Erik H. (1961). Identity and the life cycle. New York: International Universities Press.
- Erikson, Erik H. (1963). Childhood and society. New York: Norton.
- Erikson, Erik H. (1968). Identity, youth, and crisis. New York: W. W. Norton.
- Erikson, Erik H. (1982). The life cycle completed. New York: Norton.
- Erwin, T. Dary. (1977). Norms tables (n.d. Materials sent personally by the author).
- Erwin, T. Dary. (1978). The validation of the Erwin Identity Scale. Unpublished doctoral dissertation. University of Iowa, Ames.
- Erwin, T. Dary. (1982). Academic status as related to the development of identity. Journal of Psychology, 110, 163-169.
- Erwin, T. Dary. (1983). College plans and the development of identity. School Counselor, 30, 217-222.

- Erwin, T. Dary, & Delworth, Ursula. (1980). An instrument to measure Chickering's vector of identity. National Association of Student Personnel Administrators, 7, 19-24.
- Erwin, T. Dary, & Schmidt, Marlin R. (1981). Convergent validity of the Erwin Identity Scale. Educational of Psychological Measurement, 41, 1307-1310.
- Exline, R.; Gray, D.; & Schuette, D. Visual behavior in a dyad as affected by interview content and sex of respondent. Journal of Personality and Social Psychology, 1, 1965.
- Fand, Alexandra Botwinik. (1955). Sex role and self-concept. Unpublished doctoral dissertation, Cornell University, Ithaca.
- Ferguson, George A. (1959). Statistical analysis in psychology and education. New York: McGraw-Hill.
- Foote, Nelson, & Cottrell, Leonard S. (1970). Identity and Interpersonal competence. Chicago: University of Chicago Press.
- Frost, T.; Simpson, D. V.; & Maughan, M. R. C. (1978). Some Correlates of trust. Journal of Psychology, 99, 103-108.
- Giele, Janet (Ed.). (1982). Women in the middle years. New York: John Wiley and Sons.
- Gilligan, Carol. (1982a). Adult development and women's development: Arrangements for a marriage. In Janet Giele (Ed.), Women in the middle years. New York: John Wiley and Sons.
- Gilligan, Carol. (1982b). In a different voice: Psychological theory and women's development. Cambridge, MA: Harvard University Press.
- Gordon, Francine, & Hall, Douglas. (1974). Self-image and stereotypes of femininity: Their relationship to women's role conflicts and coping. Journal of Applied Psychology, 59, 241-243.
- Green, Laura. (1985). My daughter the cheerleader. Ladies Home Journal, 102, 20-24.
- Greenaway, Kathryn Ruth. (1985). A comparison of the relationship between body image and self-concept in middle aged and younger women. Dissertation Abstracts International, 45, 2449-2450A.
- Grotevant, H. D. and Cooper, C. R. (1981). Assessing adolescent identity in the areas of occupation, religion, politics, friendships, dating and sex roles: Manual for administration and coding of the interview. JSAS & Catalog of Selected Documents in Psychology, 11, 52 (MS No. 2295).

- Grotevant, Harold; Thorbecke, William; & Meyer, Margaret. (1982). An extension of Marcia's Identity Status interview into the interpersonal domain. Journal of Youth and Adolescence, 11, 33-47).
- Gump, Janice Porter. (1972). Sex-role attitudes and psychological wellbeing. Journal of Social Issues, 28, 79-92.
- Gump, Janice Porter. (1975). Comparative analysis of Black women's and White women's sex-role attitudes. Journal of Consulting and Clinical Psychology, 43, 858-863.
- Gutmann, David. (1964). An exploration of ego configurations in middle and later life. In B. Neugarten, (Ed.), Personality in middle and later life. New York: Atherton.
- Gutmann, David. (1981). Female ego styles and generational conflict. In J. M. Bardwick, E. Horner, M. S. Horner, & D. Gutmann. (Eds.), Feminine personality and conflict. Westport, CT: Greenwood Press Publishers.
- Harris, Charles. (Speaker). (1975). An interview with Judith Bardwick: Self-esteem and changing roles. (Cassette Recording Nos. 24-60970, 24-61010). New York: Harper & Row.
- Hayes, Richard. (1982). A review of adolescent identity formation: Implications for education. Adolescence, 17, 153-163.
- Higgins, Diana. (1978). Self-concept and its relation to everyday stress in middle-aged women: A longitudinal study. Dissertation Abstracts International, 38, 4537B.
- Hipple, John L., & Hipple, Lee. (1980). Concepts of ideal woman and ideal man. Social Work, 25, 147-149.
- Hodgson, James, & Fischer, Judith. (1979). Sex differences in identity and intimacy development in college youth. Journal of Youth and Adolescence, 8, 37-50.
- Hoffman, Lois. (1975). Early childhood experiences and women's achievement motive. In Rhoda K. Unger and Florence L. Denmark (Eds.), Woman: Dependent or independent variable? New York: Psychological Dimensions.
- Hopkins, Linda B. (1977). Construction and initial validation of a test of ego identity status for females. Unpublished doctoral dissertation, Temple University, Philadelphia.
- Horner, Matina S. (1972). Towards an understanding of achievement-related conflicts in women. Journal of Social Issues, 28, 157-176.
- Horrocks, John E., & Jackson, Dorothy W. (1972). Self and role. Boston: Houghton-Mifflin.

- Josselson, R. (1972). Identity formation in college women. Unpublished doctoral dissertation, University of Michigan, Ann Arbor.
- Kanter, R. (1976). The impact of hierarchical structures on the work behavior of men and women. Social Problems, 33, 625-636.
- Kaufman, Debra R., & Richardson, Barbara L. (1982). Achievement and women: Challenging the assumptions. New York: Free Press.
- Kemper, Theodore D. (1978). A social interactional theory of emotions. New York: John Wiley & Sons.
- Kendall, M. (1975). Multivariate analysis. New York: Hafner Press, Macmillan Publishing.
- Kirsch, Patricia. (1974). Adolescent identity formation and attitudes toward women and sex-role equality. Dissertation Abstracts International, 35, 3022b.
- Kolbensschlag, Madonna. (1979). Kiss sleeping beauty good-bye: Breaking the spell of feminine myths and models. New York: Doubleday.
- Lerner, Richard M.; Orlos, James; & Knapp, John R. (1976). Physical attractiveness, physical effectiveness and self-concept in late adolescence. Adolescence, 43, 313-326.
- Levy, Sandra Beth. (1981, August). Nurturing and individuation in female/female therapy relationships. Paper presented at the annual convention of the American Psychological Association, Los Angeles.
- Lipman-Blumen, Jean. (1984). Gender roles and power. Englewood: Prentice-Hall.
- Lidz, Theodore. (1976). The person. New York: Basic Books.
- Lott, Bernice. (1981). Becoming a woman: The socialization of gender. Springfield, IL: Charles C. Thomas.
- Marcia, James E. (1966). Development and validation of ego identity status. Journal of Personality and Social Psychology, 3, 551-558.
- Marcia, James E. (1976a). Ego identity status: Relationship to change in self-esteem, general maladjustment, and authoritarianism. Journal of Personality, 37, 118-133.
- Marcia, James E. (1976b). Studies in ego identity. Simon Frazer University. (Mimeographed) Personal files.

- Marcia, James E., & Friedman, Meredith L. (1970). Ego identity status in college women. Journal of Personality, 38, 249-263.
- Marthas, Marya. (1980). A study of the process of sexual identity formation in adolescent females. Dissertation Abstracts International, 40, 6207A.
- McCandless, B. R. (1970). Adolescents. Hinsdale, IL: Dryden.
- McClelland, David C. (1975). Power: The inner experience. New York: Irvington.
- Meilman, P. W. (1979). Cross-sectional age changes in ego identity status during adolescence. Developmental Psychology, 15, 230-231.
- Memmi, Albert. (1979). Dependence. Boston: Beacon Press.
- Meredith, Gerald M. (1976). Interpersonal needs of Japanese-American and Caucasian-American college students in Hawaii. Journal of Social Psychology, 99, 157-161.
- Miller, Jean Baker. (1976). Toward a new psychology of women. Boston: Beacon Press.
- Morgan, Elyse. (1982). Toward a reformulation of the Eriksonian model of female identity development. Adolescence, 17, 199-211.
- Murray, Henry A. (1938). Explorations in Personality. New York: Oxford University Press.
- Nevill, D. (1974). Experimental manipulation of dependency motivation and its effects on eye contact and measures of field dependency. Journal of Personality and Social Psychology, 29, 72-79.
- Nielson, Edwin, and Edwards, Jeanne. (1982). Perceived feminine role orientation and self-concept. Human Relations, 35, 547-558.
- O'Connell, Agnes N. (1976). The relationship between life-style and identity synthesis and resynthesis in traditional, neo-traditional and non-traditional women. Journal of Personality, 44, 675-688.
- O'Connell, Agnes N. (1981, August). Career and personal identity synthesis in professional men and women. Paper presented at the annual convention of the American Psychological Association, Los Angeles.
- O'Connor-Blumhagen, G. K. (1974). The relationship between female identity and feminism. Unpublished doctoral dissertation, Washington University.

- O'Leary, Virginia E. (1977). Toward understanding women. Belmont, CA: Brooks/Cole.
- Owens, Louise H. (1967). Self-concepts of adult married women and their relationship to feminine adolescent identity resolution with implications for counselors. Dissertation Abstracts International, 28, 2075A.
- Papalia, Diane E., & Olds, Sally W. (1981). Human development. New York: McGraw-Hill Books.
- Parelius, P. A. (1975). Emerging sex roles, attitudes, expectations, and strains among college women. Journal of Marriage and the Family, 37, 146-153.
- Partoll, Shirley F. (1981, March). Ego identity development in females: Focus on adolescent foreclosure. Paper presented at the annual conference of the Association for Women in Psychology, Boston.
- Phillips, Shelley. (1981, July). Mother daughter relationships: From infancy to adulthood. Paper presented at a seminar at the Unit for Child Studies, University of New South Wales, Kensington, Australia.
- Prager, Karen J. (1983). Identity status, sex-role orientation, and self-esteem in late adolescent females. Journal of Genetic Psychology, 143, 159-167.
- Putnam, B. A., & Hansen, J. C. (1972). Relationship of self-concept and feminine role concept to vocational maturity in young women. Journal of Counseling Psychology, 19, 436-440.
- Rapaport, A. F.; Payne, D. & Steinmann, A. (1970). Perceptual differences between married and single college women for the concepts of self, ideal woman and man's ideal woman. Journal of Marriage and Family, 32, 441-442.
- Rokeach, Milton. (1968). Beliefs, attitudes and values. San Francisco: Jossey-Bass.
- Rosaldo, M. Z., & Lamphere, L. (1974). Woman, culture and society. Palo Alto, CA: Stanford University Press.
- Rosenbaum, Maj-Britt. (1979). The changing body image of the adolescent girl. In Max Sugar (Ed.). Female adolescent development. New York: Brunner/Mazel Publishers.
- Rubin, L. (1979). Women of a certain age: The mid-life search for self. New York: Harper & Row.
- Rubin, Z. (1973). Liking and loving. New York: Holt Rinehart and Winston.

- Sangiuliano, Iris. (1978). In her time. New York: William Morrow.
- Sassen, Georgia. (1980). Success anxiety in women: A constructivist interpretation of its source and significance. Harvard Educational Review, 50, 13-24.
- Scarf, Maggie. (1980). Unfinished business: Pressure points in the lives of women. New York: Doubleday.
- Schenkel, S. (1972). The relationship between ego identity status, field dependence, and conventional femininity in college women. Unpublished doctoral dissertation, State University of New York, Saratoga Springs.
- Schenkel, S., & Marcia, J. E. (1972). Attitudes towards premarital intercourse in determining ego identity status in college women. Journal of Personality, 3, 472-482.
- Schutz, William C. (1958). FIRO: A three dimensional theory of interpersonal behavior. New York: Rinehart and Winston.
- Schutz, William C. (1966). The interpersonal underworld. Palo Alto, CA: Science and Behavior Books.
- Schutz, William C. (1978). FIRO awareness scales manual. Palo Alto, CA: Consulting Psychologists Press.
- Sherman, Julia. (1971). On the psychology of women. Springfield, IL: Charles C. Thomas.
- Schmueli, Adi. (1978). The tower of babel: Identity and sanity. Atlantic Highlands, NJ: Humanities Press.
- Simmons, D. D. (1973). Development of an objective measure of identity achievement status. Journal of Projective Techniques and Personality Assessment, 34, 241-244.
- Sites, Paul. (1973). Control: The basis of social order. New York: Dunellen Publishing.
- Solnit, Albert J. (1979). The adolescent's search for competence: Children today. Education Digest, 45.
- Spitzberg, Brian H., & Cupach, William R. (1984). Interpersonal communication competence. Beverly Hills: Sage Publications.
- Stein, A. H., & Bailey, M. M. (1973). The socialization of achievement orientation in females. Psychological Bulletin, 80, 345-366.
- Stein, Sandra L., & Weston, Louise C. (1982). College women's attitudes toward women and identity achievement. Adolescence, 17, 895-899.

- Steinmann, A. G. (1963). A study of the concept of the feminine role of 51 middle-class American families. Genetic Psychological Monographs, 67, 275-352.
- Steinmann, A. G. (1974). Cultural values, female role expectations and therapeutic goals. In V. Franks and V. Burtie (Eds.), Women in therapy. New York: Brunner/Marzel.
- Steinmann, A. G. (1975). Female and male concepts of sex roles: An overview of twenty years of cross-cultural research. International Mental Health Research Newsletter, 17, 2-4, 8-11.
- Steinmann, A. G., & Fox, D. J. (1966). MAFERR Inventory of Feminine Values. New York: MAFERR Foundation.
- Steinmann, A. G., & Fox, D. J. (1979). Manual for the interpretation of the MAFERR Inventory of Feminine Values. New York: MAFERR Foundation.
- Stevens, Gwendolyn; Barton, Elizabeth; & Gardner, Sheldon. (1983). The illusion of change: Twenty years of wish-fulfillment in research on gender stereotypes. International Journal of Group Tensions, 13, 91-99.
- Swander, K., & Dewey, C. (1972). Self growth through encounter groups for women. Unpublished doctoral dissertation, University of Florida.
- Thorbecke, William, & Grotevant, Harold. (1982). Gender differences in adolescent interpersonal identity formation. Journal of Youth and Adolescence, 11, 479-492.
- Tillich, Paul. (1983). The religious situation. Chicago: University of Chicago Press.
- Ullian, Dora. (1984). Why girls are good: A constructivist view. Sex Roles, 11, 241-256.
- Voss, Jacqueline H., & Skinner, Denise A. (1975). Concepts of self and ideal woman held by college women: A replication. Journal of College Student Personnel, 16, 210-213.
- Waterman, D. K., & Nevid, J. S. (1977). Sex differences in the resolution of the identity crisis. Journal of Youth & Adolescence, 6, 337-342.
- Webster's New Collegiate Dictionary. (1974 ed.). S.v. "autonomous," "confidence."

- Welkowitz, J.; Ewen, Robert B.; & Cohen, Jacob. (1976). Introductory statistics for the behavioral sciences. New York: Academic Press.
- White, Robert W. (1963). Sense of interpersonal competence: Two case studies and some reflections on origins. In R. W. White (Ed.), The study of lives. New York: Atherton Press.
- Wiedemann, Carl; Waxenberg, Sheldon E.; & Mone, Louis. (1979). Factor analysis of FIRO-B and FIRO-F. Small Group Behavior, 10, 49-61.
- Wilkerson, Jackie; Protinsky, H. O., Jr.; Maxwell, J. W.; & Lentner, Marvin. (1982). Alienation and ego identity in adolescents. Adolescence, 17, 133-139.
- Winer, B. J. (1971). Statistical principles in experimental designs. New York: McGraw-Hill.
- Womeldorff, Cary H. (1985). The relationship between adjustment in high school women and perceptions of maternal behaviors. Dissertation Abstracts International, 45, 2402A.
- Wright, Paul H. (1969). A model and a technique for studies of friendship. Journal of Experimental Social Psychology, 5, 295-309.
- Yogev, Sara. (1983). Judging the professional woman: Changing research, changing values. Psychology of Women Quarterly, 7, 219-234.
- Yorburg, Betty. (1974). Sexual identity sex roles and social change. New York: John Wiley & Sons.

VITA

Personal:

Name: Barbara Jones Robinson
Date of Birth: March 30, 1938
Place of Birth: Pembroke, Bermuda

Education:

1954 Cambridge School Certificate, Berkeley Institute,
Pembroke, Bermuda
1960 B.A., Atlantic Union College, South Lancaster,
Massachusetts
1975 M.A.T., Andrews University, Berrien Springs, Michigan
1977 M.A., Andrews University, Berrien Springs, Michigan
1987 Ed.D., Andrews University, Berrien Springs, Michigan

Work Experience in Education:

1955-56 Elementary teacher, Board of Education, Bermuda.
1960-61 Secondary School English teacher, Berkeley Institute,
Pembroke, Bermuda
1976-78 Headteacher and Program Coordinator for Adult Basic
Education, Berrien Springs Public Schools and
Gateway Rehabilitation Center, Berrien Springs,
Michigan

- 1978-81 High school counselor, Niles Senior High School;
Head Start Coordinator, Fairland Center; Niles
Community Schools, Niles, Michigan
- 1983 Substitute teacher, Berrien County Intermediate
School District, Berrien Springs, Michigan

Internship:

- 1979 Admissions administrator and counselor, Lake
Summer Michigan Community College, Benton Harbor, Michigan

Honors:

- 1980-81 Who's Who in the Midwest
World Who's Who of Women
Personalities of America

Publication:

- 1977 Research article, Journal of Adventist Education

Professional Memberships:

- American Association of Counseling and Development
(formerly APGA)
- American School Counselor Association
- American Psychological Association, Division 35
(Division for the Psychology of Women)
- Association of Adventist Women